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**Standard 2.2: Personal, Interpersonal, and Life Skills**

*All students will learn health-enhancing personal, interpersonal, and life skills.*

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**SKILLS FOR LIFE**

As we enter the 21st century, students face unparalleled demands. In order to meet these demands, educators must prepare students to become competent and caring adults who are able to understand, manage, and express the social and emotional aspects of their lives. Academic success is not enough; rather, students must learn to work as part of a team. Students need to learn how to make responsible decisions about social and health practices and how to resist negative peer pressure and the pressure of the media. To become competent and caring adults, students need to learn how to set goals, prioritize needs and wants, and balance their lives. By adopting positive, health-enhancing behaviors, students will be better prepared to assume their role as productive workers and citizens. (Elias et al., 1997)

*Standard 2.2* seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, and problem-solving skills. This *Standard* focuses on the requisite skills for everyday life — in school, on the job, and in the home. It emphasizes conflict management, stress reduction, and coping skills and seeks to empower young people to make informed decisions about their health and the health of their family, friends, and community. With a continuing emphasis on wellness, this *Standard* and its cumulative progress indicators lead students to develop a plan for lifelong wellness, including assessing personal needs, budgeting, and evaluating progress towards goals. These are critical skills for successful adulthood.

*Standard 2.2* is closely aligned with all of the *Comprehensive Health Education and Physical Education Standards*. Students begin by learning the necessary skills, then move towards application of those skills in a variety of health-related situations. Students need ample time to practice the skills and reflect on their progress. In order to feel comfortable and competent, students need to use the skills consistently. Activities that support skill acquisition and practice can be found in each of the *Comprehensive Health Education and Physical Education Standards*.

Employers look for team players who are flexible thinkers and problem solvers. Social competence, handling emotions, and managing social relationships are important abilities for workplace success. This *Standard* supports and complements many of the *Cross-Content Workplace Readiness Standards* and indicators.

Educators are urged to use the sample learning activities across the spectrum of health behaviors and conditions so students are prepared to make healthy choices. *Standard 2.2* focuses on health-enhancing behaviors and skills that enable and empower students to resist destructive behaviors and seek out positive opportunities for growth and learning.

## HEALTH INFORMATION

**Indicator 2.2-1:** *Describe and demonstrate a variety of ways to convey health information and ideas.*

### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** This *Standard* focuses on effective communication and problem solving skills. In addition, research skills are an integral element of this *Standard*. Collaborate with the library media specialist to enable students to access needed information from print materials (e.g., reference books, encyclopedias, almanacs, periodicals, vertical file); on-line (e.g., the Internet, magazine and newspaper databases, encyclopedias); and networked or single-user CD-ROMs (e.g., magazine and newspaper databases, encyclopedia, specific topics). The library media specialist can assist students to evaluate the appropriateness of researched material and its application to the assigned task.

#### A. HEALTH HELPERS MURAL

Students brainstorm people and places they can go to for help and information about health and use this information to create a mural depicting “health helpers” in action. Students use the mural as background to create a role-play for each health helper (e.g., a student asking the school nurse for help with a cut, a counselor offering help after a student’s pet dies). Display the mural in the hallway and add new faces or agencies as the school year progresses.

**Variation:** Students visit a hospital, health clinic, or health education center and create a panel drawing (a sheet of drawing paper folded into four squares) of their visit.

**Variation:** Using children’s television shows, discuss real vs. imaginary helpers (e.g., Spiderman, Batman, other cartoon heroes). Discuss why it is important to know to whom and where you can go for help. Students draw a picture of their favorite health helper.

[CCWR: 3.4/3.15]

#### B. WATCHING TV ADS

Show several television ads for healthcare products, such as toothpaste, soap, or exercise equipment. After each commercial, ask the students what the ad was trying to sell. Ask: “How do you know the information in the ad is correct?” Have a volunteer restate the ad, and have the class vote on the accuracy of the restatement. Divide the class into small groups. Each group brainstorms a list of people who might be a good source of information about the ads (e.g., dentist, parent, nurse). Create a class list and discuss. Each student selects one product they currently use and like and develops a print ad for the item. Students must use accurate information about their product. Students share their ads with the class and critique the ads for accuracy and appeal.

**Variation:** Use ads from newspapers, magazines, and Web sites. Assign one ad to each small group. Students discuss the ad, determine what the ad is trying to sell, and vote on whether the ad is accurate and effective. Each group shares their ad with the class.

[CCWR: 1.12/2.6/3.15]

**C. FOLLOWING DIRECTIONS**

In small groups, students write and/or illustrate directions for a common health practice. Each group trades its directions with other groups. Can each new group follow the directions? Are the directions clear? Each group makes suggestions to improve the directions, then passes them on to another group. When the directions have completed the class review, groups rewrite or revise their original directions based on the feedback provided by classmates. Each group then demonstrates its activity using the directions. Sample health practices for this activity might include:

- Washing Hands
- Fastening Seat Belt
- Wearing a Bike Helmet
- Brushing Teeth
- Flossing Teeth
- Selecting a Balanced Breakfast

[CCWR: 3.8/3.14]

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**Teacher Tip:** Use cross-age teachers (peer educators) to assist with the next activity.

**D. PROBLEM BRAINSTORM**

Ask students: “When you have a problem, what do you do? Is there someone you can always go to when you have a problem?” List the responses on the board and explain that whenever a person, even an adult, experiences a problem it is okay to ask for help. In small groups, students solve problems by listing potential sources of help on a chart (similar to the one below) and then share their ideas with the rest of the class.

PROBLEM	OPTION 1	HELPER	OPTION 2	HELPER
I'm lost.				
I feel sick.				
I don't understand.				
I forgot my lunch.				
I got in a fight.				
I was approached by a stranger.				

**Variation:** For younger students, provide pictures of potential helpers. Students match the situation with the correct community helper.

[CCWR: 3.5/4.2]

## HEALTH INFORMATION

**Indicator 2.2-1:** *Describe and demonstrate a variety of ways to access and convey health information and ideas.*

### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** As preparation for the following activity, students need an understanding of some of the legal issues regarding false advertising.

#### A. CHECK OUT THIS MESSAGE

Students locate ads in magazines, newspapers, or on the Internet (e.g., toothpaste, weight-loss products, mouthwash, toys, sports equipment). Focus the students on products that may be harmful if used incorrectly. Divide the class into small groups and give each group one of the ads. Students identify words or pictures that promote the product as safe, fun, trendy, or absolutely necessary. After group discussion, students present their ads to the rest of the class and develop a list of tips for consumers when they look at ads.

**Variation:** Small groups develop a role-play of one of the ads and present the skit to the class. Students critique the role-play for factual information, false advertising, and gimmicks and then identify ways that the product is promoted as safe, fun, or necessary.  
[CCWR: 2.6/2.8/3.15/42.]

#### B. SOURCES OF ADVERTISING

Brainstorm sources of advertising (e.g., billboards, storefront ads, contests, sporting events, brand name clothing and equipment, T-shirts, balloons, airplanes with banners, comics, signs on buses, planes, and taxis). For one week, students keep a log listing messages from the sources noted above. After completing the logs, students graph the number and types of ads for each category and discuss the accuracy, appeals, and messages in the ads.

**Variation:** After a discussion of the ads, students list additional sources for information about the kinds of products being advertised (e.g., toothpaste/dentist).  
[CCWR: 3.7/3.8]

#### C. ADVERTISING TECHNIQUES

Pose the following question: “Have you ever bought a product, like cereal or candy, and expected it to be really great and then after you tried it, it really wasn’t what the ads said it was?” Explain that advertisers carefully monitor the people who buy their products and look for ways to attract new customers. There are special techniques advertisers use to get people to buy their products. Explain the following advertising techniques and provide examples of each. As you explain each, ask the students to think of an ad that fits the description and note it on a sheet of paper for later discussion. Divide the class into small groups. Each group locates ads from various sources and tries to match the ad with the advertising method. Groups share their findings.

**ADVERTISING TECHNIQUES**

- |                       |                         |                            |
|-----------------------|-------------------------|----------------------------|
| ■ Give-aways          | ■ Prizes                | ■ Testimonials             |
| ■ Superlatives        | ■ Solution to a problem | ■ New and improved         |
| ■ Scientific evidence | ■ Endorsement           | ■ Claims of social success |
| ■ Efficiency          | ■ Convenience           | ■ One of a kind            |
| ■ Image creation      | ■ Humor                 | ■ Value                    |
| ■ Health claims       | ■ Scare tactics         | ■ Health claims            |
| ■ Appeal to parents   | ■ Jingles               | ■ Appeal to status         |

**Variation:** Small groups create an original ad that illustrates one or more of the techniques. The rest of the class guesses the advertising strategies employed in the original ad.  
[CCWR: 3.7/3.15]

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**Teacher Tip:** Contact your local newspaper for information on the Newspapers in Education (NIE) program and invite a representative to assist with the next activity. Use NIE resources to assist with article review and development.

**D. HEALTH NEWSPAPER**

Brainstorm sources of information about health and then focus on the kinds of information found in newspapers. Distribute a variety of newspapers to small groups of students and instruct them to search for articles related to health. After the groups have identified several different kinds of articles, each group plans and develops a health newspaper. The newspaper may focus on one health topic or cover a number of health areas. Students design and print the newspaper and share it with the class.

**Variation:** Invite high school or college journalists to assist in the project.  
[CCWR: 3.8/3.15]

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**Teacher Tip:** Enlist the expertise of the library media specialist to select appropriate books for the following activity.

**E. FINDING HEALTH RESOURCES**

Students select a book about a health topic. Older students, acting as cross-age teachers, read the book with the students and discuss the content. Each student writes a summary of the book, focusing on what he/she learned about the health topic.

**Variation:** Students share the book with a parent, guardian, or other adult family member. The student and his/her adult partner complete a teacher-designed worksheet or develop a poem or illustration related to the book.  
[CCWR: 3.5/3.12/4.10]

## F TEACHING OTHERS

In small groups, students create a game or aerobic dance activity and prepare background information on the purpose and benefits of the activity. Each group instructs the rest of the class on the proper steps or procedures for the activity. Classmates critique the design and presentation and provide feedback. Students revise the activity, using the classes' comments.

**Variation:** Students develop instructions on a health-related activity (e.g., swimming, diving safety, baby-sitting skills, CPR) and present the instructions to the class.

**Variation:** Students practice their telephone communication skills, providing a clear explanation of a situation or incident (e.g., providing directions to the school, describing a person's injuries). Other students provide feedback on the use of the skills and the clarity of the communication.

[CCWR: 2.8/3.15/4.2]

## G. TO TELL THE TRUTH

Bring to class a number of items that are familiar to the students and appropriate for their age and interests (e.g., sporting equipment, toys, food). Divide the class into small groups and give each group one of the items. Groups design an advertising campaign using a true-false approach and try to sell the product to classmates using the claims they created. Discuss the criteria used to purchase a product, the effectiveness of the student-created ads, and attributes of effective communication. Students develop a list of places to obtain factual information about each of the products.

[CCWR: 1.12/3.7/3.12]

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# DECISION MAKING AND REFUSAL SKILLS

**Indicator 2.2-2: *Demonstrate decision-making and refusal skills in situations affecting health and safety.***

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## SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** So that students use the methodology consistently and correctly, all teachers should reinforce the same decision-making model. The terminology must be clearly defined, used consistently, and reinforced on a regular basis.

## A. STEPS TO A GREAT DECISION

Students create a poster that illustrates effective decision making steps. One easy method is the **DECIDE** model. Students share their posters with classmates and then hang the poster at home as a reminder of the steps.

**D**etermine the question.

**E**xamine the choices.

**C**ollect information and identify influences.

**I**nvestigate consequences.

**D**ecide.

**E**valuate.

**Variation:** Students create six footsteps, one for each of the six steps to an effective decision. Place the footsteps in strategic locations around the room to remind the students of the steps. Each day, have small groups of students solve a simple problem, step-by-step, and follow a decision-making path around the room.

[CCWR: 3.15]

## B. WAYS TO REFUSE

Ask: “How many of you have a hard time saying no to a friend? Why is it so difficult to say no when you know you should?” Explain that this is a common problem for everyone and that saying no requires lots of practice. Brainstorm times when it might be hard to say no and list on the board. Divide the class into small groups, and assign each group one of the listed situations. Each group develops a role-play that demonstrates a way to say no in the situation. After each group presents their role-play, allow students to suggest other strategies. Compile a class list of strategies as the groups make their presentations. Conclude the activity by having students complete a teacher-designed letter that informs parents and guardians of the activities.

### SAMPLE “NO” SITUATIONS

- Your friends want you to play in a park too far from home.
- Your friends want you to ride your bike in a high traffic area.
- Your friends are playing with matches and lighters.
- Your friends are playing on the railroad tracks.
- Your friends want you to steal gum or candy from the store

**Variation:** As an extension of activities in *Standard 2.4: Family Life and Human Sexuality*, students practice ways to say no to touches that make them uncomfortable or hurt. Be sure students know who can help them in such situations.

[CCWR: 3.13/4.8/5.9]

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**Teacher Tip:** For the next activity, you need photos, videos, or slides of familiar neighborhood activities that require students to make a safe and healthy decision. Take pictures at community playgrounds, busy intersections, or on the school bus. Students will be more likely to apply the appropriate skills if the situations are realistic and familiar.

## C. AN ACCIDENT WAITING TO HAPPEN

Brainstorm decisions that students make every day (you may need to “walk” students through a typical day), and list the responses on the board. Show slides, videos, or photos of situations that might result in harm if the wrong decision is made (e.g., a child preparing to cross a busy street). In each case, students predict what might happen and brainstorm ways to prevent the harmful occurrence. After modeling several of these situations, divide the class into small groups. Each group analyzes a picture, uses a decision making model to identify and solve the problem, and then presents its ideas to the rest of the class.

**Variation:** Students draw a comic strip that illustrates what can happen when you make positive and negative decisions. Students share their creations with classmates.

[CCWR: 3.1/5.1/5.6]

### D. MAKING CHOICES

Give each student a sheet of red paper and a sheet of green paper. Students print “NO” on the red paper and “YES” on the green paper. Read a statement that requires students to make a choice about something. If the student thinks the statement reflects a safe, smart, and healthy choice, he/she holds up the green paper. If the choice is unsafe, not smart, and unhealthy, he/she holds up the red paper. Students justify their answers.

#### SAMPLE: SAFE OR UNSAFE CHOICES

- Let’s run across the street.
- Let’s eat an apple.
- Let’s steal an apple.
- Let’s play with these matches.

[CCWR: 3.10/3.13]

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**Teacher Tip:** Using children’s literature is an effective way to demonstrate the many ways individuals solve problems. Stories by Dr. Seuss, the Berenstain Bears series, or folktales and fairy tales all provide examples of characters facing problems. Incorporate simple role-play so children can practice solving problems. The library media specialist can help select appropriate stories and books.

### E. DEALING WITH PROBLEMS

Use children’s literature to demonstrate ways that individuals solve problems. Read aloud a story about a character with important decisions to make. Ask the following questions:

- What was the character’s problem?
- What did the character do first to try and solve the problem?
- What worked?
- What did the character learn about the problem?

[CCWR: 3.1/3.12]



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**DECISION MAKING AND REFUSAL SKILLS**

**Indicator 2.2-2:** *Demonstrate decision-making and refusal skills in situations affecting health and safety.*

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**SAMPLE LEARNING ACTIVITIES: 3-4**

**Teacher Tip:** The following activity can be adapted to situations students may confront in their school, neighborhood, and community. Students benefit from repeated practice; therefore, use this activity often, varying the situations and potential solutions. This activity is an effective tool to demonstrate that there may be more than one solution to a problem.

**A. RESILIENT ME**

Prepare for this activity by making three sets of cards, each set containing two cards: one red and one green. On the front of the red cards, write a situation. On the back of the card, write an inappropriate solution to the problem. On the front of the corresponding green card, write the same situation, but on the back write a positive, health-promoting solution. Ask for two volunteers and give each volunteer one of the cards. Explain that both cards involve the same situation. The student with the red card reads it aloud and then takes one step back. The student with the green card takes one step forward. Discuss the situation and possible solutions. Emphasize the need for strong decision-making skills.

**SAMPLE SITUATIONS: DECISIONS**

- I forgot to do my homework.
- My best friend and I had an argument.
- I broke something at home and hid it.
- My friend wants to borrow my homework.
- My friends want to steal some candy from the corner store.

**Variation:** Divide the class into small groups. Students role-play each situation and decide on the best solution to the problem. Videotape the role-plays or present the skits to other classes for feedback.

**Variation:** Each student develops a list of wise choices and adds to the list during the school year. Post the lists in a visible area and allow students to compile a class list of wise, health-promoting choices.

[CCWR: 3.1/3.12/4.2]

**Teacher Tip:** The following activity encourages students to survey favorite neighborhood places for potential safety hazards. Share the student lists with school officials who can relay the information to community officials.

### B. DRAW A MAP

Students draw a map of the local area, emphasizing places they walk, play, ride bikes, or skateboard. Students identify and explain the potential safety hazards in the area and outline rules of safe play for that specific area. Students present their maps and justify their responses. Students focus on the following:



#### NEIGHBORHOOD SAFETY SURVEY

- ▮ How to use traffic lights at a busy intersection
- ▮ Areas to avoid (e.g., traffic, violence, poorly lighted, construction)
- ▮ Areas that are unsafe and why
- ▮ How to avoid busy traffic areas
- ▮ Safe routes
- ▮ Location of telephones and emergency services personnel

[CCWR: 3.1/3.9/5.1/5.3/5.8]

### C. THE RIVER CROSSING

Divide the class into groups of five to seven students. Give each group a scooter board and a jump rope. Draw a line (or use mats) at one end of the course and place another line (or mat) about 20 to 25 feet away. About halfway across the course, tape a hoop to the floor. Tell students to imagine this is a roaring river and they must travel across it to get to the other side. The goal is for all team members to get to the other side successfully. Any player touching the floor (the river) must return to the beginning of the course. If the team member is carrying equipment, he/she must also return to the beginning of the course. The only safe place is the rock (hoop) located in the middle of the river. Allow teams time to plan the crossing. After a designated time period to cross the river (all teams will not be successful), ask the following questions:

- Was your group successful? Why or why not?
- Who went first? Why? How was the order decided?
- Did certain people take control, or did the group make the decisions?
- What problems arose that you did not anticipate? How did you solve those problems?

After discussion, validate the use of decision-making and problem-solving skills. Discuss how the skills might be used differently if the activity is repeated (using what you know—your *experiences*—to influence your decisions).

**Variation:** Add equipment to each team or assign roles to team members (e.g., a visually impaired-person, a small child, a person who cannot speak).

[CCWR: 3.1/3.11/3.13/4.2]

## SETTING HEALTH GOALS

**Indicator 2.2-3:** *Define health goals, differentiate between long-term and short-term goals, and set a personal health goal to track progress.*

### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** Because time is such an abstract concept, some students at this level may have difficulty distinguishing between short-term and long-term goals. Emphasize setting and meeting immediate goals, focusing on activities where students can see the results of their actions.

#### A. WHAT ARE GOALS?

Write *goal* on the board and brainstorm a definition. Explore achieving goals in sports and games as a means of explaining that a goal is something you want to accomplish. Introduce the concepts of *short-term goals* and *long-term goals*, and ask students to differentiate between them. Focus on achieving a short-term goal as a step towards achieving a long-term one. Pose questions such as the following: “If you play soccer now, what is a long-term goal for you? a short-term goal?” Using this as an example, students list things that must happen in order to meet those goals (e.g., grow, make the high school team, practice, go to camp). Process several other examples using activities that interest students. Finally, each student writes or illustrates one long-term goal supported by two or three short-term goals. Students share their goals with the class.

**Variation:** Students develop a map outlining a route to a personal goal.

**Variation:** Focus on a health goal (e.g., no cavities at the next dental checkup, eating more vegetables and fruits, getting regular exercise). Each student selects one health goal and draws a picture illustrating how he/she will achieve the goal. Students complete a teacher-designed checklist or log of activities that support reaching their goal.

[CCWR: 4.1]

#### B. PICK A GOAL

Provide students with a list of possible health goals. Each student picks one goal and completes a teacher-designed letter to his/her parent or guardian describing the goal and asking for help to achieve it. As part of the correspondence, include a chart the parent/guardian can sign each time the student meets the goal. Students create a class chart to track progress and discuss ways to meet their goals. Provide each student with a small reward for reaching his or her goal.

[CCWR: 4.1]

#### C. MAGNETIC GOALS

For this project, you need small, flat sheet magnets (2" x 3"). Students identify one health-related goal that can be accomplished during the school year and create a magnet to remind him/her of the goal. Students illustrate the goal, write key words or phrases as reminders, or create an acronym for their magnet. Students take the magnet home and place it in a prominent place as a reminder of their goal. Periodically, students report on their progress.

[CCWR: 3.15/4.1]

**D. FISHING FOR GOALS**

For this activity, create a number of small paper fish and glue a small magnet to each (or attach a paper clip to each fish). On each fish, write a simple health-related goal that can be accomplished by the students (include some illustrations). Create a simple fishing pole with a magnet “hook”. Keep an assortment of fish in a large tub or simulated pond. One time each week, students “go fishing” for a goal. When a student hooks a fish, he/she identifies the goal, describes two or three things that will help him/her achieve it and posts the goal in a class “fish pond” (a bulletin board display). Repeat the activity each week, allowing students multiple opportunities to discuss different kinds of goals.

**Variation:** On the fish pond bulletin board, place frogs or other pond creatures, each describing or illustrating a specific activity to meet the fish pond goals. Students match their fish with the corresponding activities.

[CCWR: 3.1/4.1]

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## SETTING HEALTH GOALS

**Indicator 2.2-3: Define health goals, differentiate between long-term and short-term goals, and set a personal health goal to track progress.**

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### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** The following activity involves students setting a goal and attempting to reach it over a two-week time period. Involve parents in the development and monitoring of student goals.

**A. SELECTING HEALTH GOALS**

Brainstorm possible health goals and write on the board. Each student selects three health goals that can be achieved within a two-week period. Students develop an action plan and chart progress towards attaining the three goals. On a daily basis, discuss the successes and obstacles encountered as students attempt to reach their goals. Use a graphic organizer to illustrate how barriers impact the achievement of a goal, and then have each student create their own “barrier map” for each personal goal. Allow students with similar goals to form small groups and discuss their progress. Students outline strategies that support their goals and compile a goal diary that includes their plan, progress chart, notes, and a list of strategies and modified goals for the future.

**Variation:** Write a different health goal on index cards. Be sure you have at least one card for each student. Pass out the cards, one to a student. Each student develops an action plan for that goal, outlining ways to achieve the goal in a specified time period. Students exchange cards with a classmate who reviews the strategies and adds any other ideas. Organize students into small groups to share ideas. Students select one health goal and strive to attain it over a specified time period, using the strategies on the action plan. Students answer the following questions in a journal entry:

- Did you use additional strategies to help meet the goal?
- Did the strategies listed by your classmates work? Why or why not?
- Were you committed to reaching the goal? If not, why?

[CCWR: 3.1/4.1]

**Teacher Tip:** Some students may not be able to attain certain goals that require the participation of or support of family members. Help students to select goals that are attainable. For example, if a child wants to improve daily toothbrushing, the school nurse can obtain free or low-cost supplies to help the student achieve the goal.

## B. GOAL ACHIEVEMENT

Explain that in order to achieve a goal you need to make a plan. Reaching a goal requires effective decision-making skills. Using the acronym **TARGET**, students analyze a number of potential health goals. The TARGET method, outlined in the box below, provides steps to reach goals. Students review the health goals, decide if they are realistic, and discuss what might need to occur to reach the goal. Students select two personal health goals and analyze them using the TARGET method. Pair students with similar goals to share their goal plans.

THE TARGET METHOD: A DECISION-MAKING MODEL	
<b>TARGET</b> Think about the goal. Ask yourself, “Can I do this?” Review the information and choices. Get a plan. Exercise your plan. Test the results.	<b>POTENTIAL HEALTH GOALS</b> <ul style="list-style-type: none"> <li>■ Eating a balanced breakfast daily.</li> <li>■ Growing to be six feet tall.</li> <li>■ Not wearing glasses or contact lenses.</li> <li>■ Getting adequate exercise.</li> <li>■ Wearing a bike helmet when I ride.</li> <li>■ Learning to swim.</li> </ul>

**Variation:** Students write a story or diary about how they achieved their goal.  
[CCWR: 4.1/4.3]

## C. SETTING FITNESS GOALS

In the beginning of the school year, students participate in the school’s annual fitness testing program. Share the results with each student, and discuss personal improvement and goal setting. Each student develops goals for the next phase of testing (usually conducted later in the school year). Review the student’s goals and assist with revisions. Discuss variables that can impact the achievement of a goal (e.g., growth, weather, illness, percentage of improvement). Brainstorm factors that will help students achieve their goals. Using a simple fitness goal, illustrate a goal-setting and planning model and discuss the process with the class. Using the previously selected fitness goal, each student develops an action plan, keeps a log during the school year describing progress, and submits the completed action plan and diary during the end of the year fitness testing program. In a journal

entry, students evaluate their plan and the results. Include the activity log and supportive materials in the student's portfolio.

SAMPLE FITNESS GOAL: MILE RUN		
FALL RESULT	SPRING GOAL	ACTIVITIES TO REACH MY GOAL
9 minutes, 30 seconds	9 minutes	<ul style="list-style-type: none"> <li>■ Run at least one mile 4-5 days per week.</li> <li>■ Eat a balanced diet every day.</li> <li>■ Run half-mile and quarter-mile series at a faster pace to improve speed.</li> <li>■ Buy a stopwatch and time my running.</li> </ul>

**Variation:** Using the results of the fall fitness-testing program, students develop class goals, grade level goals, or team goals. Be sure the teams are balanced across abilities and grade levels. All students impact the achievement of the goal. Goals should be based on improvement, not percentile rankings. Students graph the results.

[CCWR: 4.1/4.2/4.3]

## RESOLVING CONFLICT

**Indicator 2.2-4:** *Define conflict and demonstrate appropriate nonviolent strategies to resolve it.*

### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** Be sure students understand that choices can be positive (healthy) or negative (unhealthy). Reinforce this concept as part of student's daily decision-making.

#### A. WHAT IS CONFLICT?

Write the term **conflict** on the board and ask students for a definition. List their responses and lead students to a simple explanation (e.g., disagreement, fight). Explain that conflict is normal but it is important to learn how to resolve conflict peacefully. Read aloud an example of a situation that might lead to conflict (examples below) and have students brainstorm possible outcomes for each one.

SAMPLE CONFLICT SITUATIONS
<ul style="list-style-type: none"> <li>■ Your brother wants to watch a one-hour long TV show at 7 p.m. and you want to watch a different TV show at 7:30 p.m..</li> <li>■ You and your friends are playing ball in the park when some older kids try to chase you off the field.</li> <li>■ A student on the bus calls you names.</li> <li>■ You want to be the first in line.</li> </ul>

## STANDARD 2.2: PERSONAL, INTERPERSONAL, AND LIFE SKILLS

Divide the board into two columns with the headings “Unhealthy Choices” and “Healthy Choices”. Using the examples, the class organizes the choices into the appropriate columns. Students complete a statement such as the following: “When a conflict appears, I have a choice and I choose...”

**Variation:** Divide the class into small groups, and assign each group a potential conflict. Working with a peer educator, each group role-plays the situations and the proposed solution. After students perform for classmates, discuss possible options for each situation.  
[CCWR: 3.1/3.9/3.13]

### B. CONSEQUENCES

Students review classroom and school rules regarding fighting. Assist small groups to develop role-plays of situations that might lead to a fight. Role plays should demonstrate non-violent ways to handle each situation. Discuss the possible consequences of each situation.

**Variation:** Students create posters, using words and illustrations, to define **conflict** and **consequence**.

**Variation:** Students create a set of classroom rules and decide on the consequences for those who break the rules. Provide students with a framework for rules regarding the following actions:

- Fighting
- Stealing
- Bullying
- Name-calling
- Touching
- Teasing

[CCWR: 3.1/3.2/3.7/3.13]

### C. EXPRESSING FEELINGS AND HANDLING CONFLICTS

Explain that what individuals want, feel, or need may be different from others. These differences can cause conflict. Sometimes conflict can cause individuals to have strong feelings and say or do something that might hurt someone. Pose the following question: “What things people can do to prevent a conflict from occurring?” Be sure the students’ responses include the following.

STRATEGIES TO PREVENT OR RESOLVE CONFLICT		
■ Think before you speak.	■ Consider waiting.	■ Talk about one issue at a time.
■ Talk to someone else first.	■ Use “I” messages.	■ Avoid put-downs.
■ Be open to new ideas.	■ Make sure your body language matches your words.	■ Watch the tone of your voice.

Model some of the ideas so students can distinguish among them. Divide the class into four groups and assign each group a scenario, similar to the following examples. Each group decides what can be done to reduce or prevent a conflict from occurring and then present its ideas to the class.

### SAMPLE SCENARIOS: CONFLICT

- Billy's older brother has been on the phone for 30 minutes. Billy needs to use the phone to call a friend about a homework assignment.
- Jenny's friend said she couldn't play on Saturday, then Jenny found out she went to the park with Ellen.
- Tommy always pushes everyone around at the bus stop. Your mom says to leave him alone—but that's not the problem. He won't leave you alone!
- You have been invited to two birthday parties on the same day. Your friend Mandy wants you to go to the same party as her. She claims the people at the other party aren't much fun but you really like them. Mandy is getting really bossy about this, saying she won't be your best friend if you don't go with her.

**Variation:** Brainstorm “real-life” conflict situations from the class. After you have gotten four or five suggestions, divide the class into groups. Assign each group one of the student-generated scenarios. Proceed as above.

**Variation:** Focus on the strategies to prevent or resolve conflict. After modeling each strategy, allow students time to practice. For example, provide students with “lines” and have them practice appropriate intonation, body language, and responses. Provide feedback to improve the use of the strategies. [CCWR: 1.1/3.1/3.2/3.7/3.10/3.13]

**Teacher Tip:** For a skill to become institutionalized and automatic, students need to practice. Though time consuming, mastery of these skills now will greatly enable students to meet the challenges ahead. Provide students with frequent opportunities to practice the skills. Provide positive feedback—not just during regular practice sessions, but every time you see evidence of the skills in action. Acknowledging the effective use of the skills will make students more comfortable with their use, bolster their self-esteem, and lead to a more collaborative environment.

### D. I FEEL

Outline the steps for using “I Feel” statements when dealing with conflict. Students practice the steps in a number of situations, with the teacher or peer educators offering feedback and support. Students create a poster or mural that outlines the steps and provides illustrations of their use.

#### “I FEEL” STEPS

- |                             |  |
|-----------------------------|--|
| <b>State Your Feelings:</b> | Begin your statement with “I feel ____.” Explain that the feeling you have is a result of the person's behavior. |
| <b>Name a Cause:</b>        | Continue with “When you ____”. Tell them what specific behavior upsets you.                                      |
| <b>Ask for a Change:</b>    | Ask for a change in behavior: “I would like you to ____.”  |

[CCWR: 3.2/3.10/3.13/4.3]



## RESOLVING CONFLICT

**Indicator 2.2-4:** *Define conflict and demonstrate appropriate nonviolent strategies to resolve it.*

### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** Be sensitive to the fact that some students may manage conflict based on religious teachings or cultural values.

#### A. SKILLS FOR HANDLING DISAGREEMENTS

Brainstorm synonyms for the word **conflict** and write them on the board (e.g., disagreement, fight, clash). Explain that a conflict can arise over ideas as well as material things. Provide a number of examples, and solicit ideas from the class. Brainstorm options or behaviors that can be used to peacefully resolve conflicts and list on the board. The list should include the following strategies:

#### RESOLVING CONFLICTS

- |                          |                                     |                           |  |
|--------------------------|-------------------------------------|---------------------------|--|
| ■ Stay calm.             | ■ Pretend you are the other person. | ■ Run away if threatened. | ■ Take time to cool down.                |
| ■ Be polite.             | ■ Don't use put-downs.              | ■ Admit if you are wrong. | ■ Listen, then share.                    |
| ■ Ask an adult for help. | ■ Focus on the behavior.            | ■ Think before speaking.  | ■ Recognize your moods and how you feel. |

Divide the class into small groups. Each group develops a mural, booklet, or comic strip that illustrates the strategies. Students share their creations and discuss the use of the conflict management strategies.

**Variation:** Give each group a situation that illustrates conflict. Groups develop role-plays showing effective management of the situation. Classmates use a teacher-developed criteria checklist to evaluate each role-play for the effective use of the skills.

#### SAMPLE SITUATIONS

- Every day on the playground, two fourth-grade students pick a younger student to harass.
- Your friend wants to go the park but you'd rather stay at home and watch TV.
- An older student threatens to hurt you if you don't let him use your bike.
- You aren't tired and your mom is making you go to bed at 9 p.m.

[CCWR: 3.1/3.13/3.15]

**Teacher Tip:** The next activity has been adapted from *Social Decision Making Skills: A Curriculum Guide* by Elias and Clabby. The curriculum is part of an award-winning program designed to develop socially competent young people. For more information on the program, contact the Social Problem Solving Unit at (732) 235-4939.

### B. WHO ARE YOU?

Use puppets or stuffed animals to introduce three characters that represent the ways people handle conflicts:

<b>Mouse:</b>	Meek, weak, doesn't stick up for his/her own ideas
<b>Monster:</b>	Bully, pushes ideas on others
<b>Me:</b>	A balance between a monster and a mouse

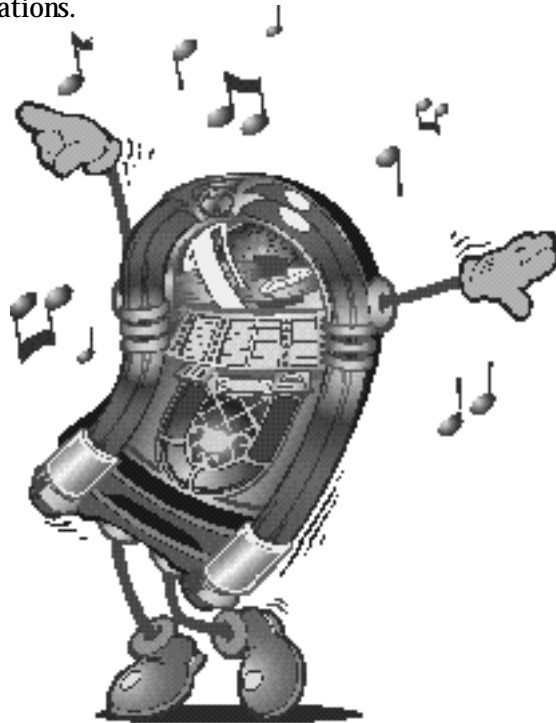
Model how each character might handle the same conflict situation. Allow student volunteers to participate in the demonstration. Then divide the class into small groups, and give each group a situation. Students determine if the character in the situation is responding as a mouse, monster, or "me". If the mouse or monster is in control, the group rewrites the situation to handle the conflict more appropriately. Groups present the original role-play and then the rewrite. As the students present their skits, they discuss the skills needed to manage conflict in a healthy way.

[CCWR: 3.2/3.9/3.13/3.15]

### C. CREATE A SONG

Students choose a popular or classic song and rewrite the lyrics to present an anti-violence message. Other students may choose to write a story about a young person confronted with a problem and how he/she solved it and then put the story to music. Students share songs and stories and discuss the types of conflicts and strategies used in the creations.

[CCWR: 3.1/3.13/3.15]



## COMMUNICATION

**Indicator 2.2-5:** *Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.*

### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** The library media specialist can help identify stories and books that illustrate characters dealing with stress in positive ways. Use children's literature to reinforce problem-solving and coping skills.

#### A. WHAT IS STRESS?

Write the word **stress** on the board, and define it as a feeling a person gets when they are faced with a pressure. Explain that when a person experiences stress, his/her body goes through certain physical changes (e.g., heartbeat races, sweating, feeling nervous, confused). Ask the students: "What kinds of situations might make you feel stress?" List the responses on the board. Use a simple story or rhyme, such as "Little Miss Muffet", to illustrate stress. Tell students to listen carefully to the story for signs of stress. Ask several volunteers to reenact the story or poem. As they do, ask the following questions:

- What was Little Miss Muffet feeling when she saw the spider?
- What did she do?
- Would you react the same way? Why?
- How do spiders make you feel?

Explain that people need to practice ways to deal with stress so they will be prepared for situations like Little Miss Muffet's. Brainstorm ways the character might deal with the stressful situation. Students create a class big book using the same character and situation but incorporating the healthy coping strategies.

**Variation:** Divide the class into small groups. Provide each group with a stress-producing situation. Students discuss ways to deal with the situation and then report back to the rest of the class. Sample situations might include:

- Taking a test
- Speaking in front of the class
- Trying out for a sport team
- Getting lost at the mall
- Losing your lunch money or house key

[CCWR: 3.2/3.9/3.13/4.2]

**Teacher Tip:** When discussing feelings of anger and frustration, some students may want to share information of a sensitive or even confidential nature about their family and experiences. Some students may need to be referred to the school counselor as a result of class discussions. Reinforce the need for family and personal privacy.

## B. WAYS TO COPE

In the previous lesson, students generated a list of possible coping strategies. Create 3"x5" cards, each with one strategy written and illustrated on it. Distribute one card to each student. Divide the board into two columns with "Healthy" and "Unhealthy" as the headings. Using a whip around activity, circulate and ask each student to explain his/her card. Students go to the board and place the card in the correct column. If the student places the card in the wrong column, ask another student to respond to the situation. After all the strategies are in the correct spots, introduce the term ***coping strategies***. Explain that learning to manage stress is an important aspect of wellness.

**Variation:** Provide students with a list of healthy coping strategies. (Younger students or students with limited reading skills may need illustrations and less text.) Students match the appropriate strategy to a list of stressful situations.

**Variation:** Students create a poster that displays appropriate ways to deal with stress.

**Variation:** Students create a puppet show that illustrates various stress-producing situations and healthy ways to deal with each.

[CCWR: 3.2/3.8/3.10/3.13]

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**Teacher Tip:** Use popular children's television shows and movies to illustrate various stress-producing situations and ways to cope with such situations. Monitor the shows students watch and incorporate them into daily discussions on problem solving, appropriate communication, and coping with stress. Be alert to the fact that many shows do not represent appropriate coping skills and conflict management.

## C. STRESSBUSTERS

Students create cards describing or illustrating strategies that can be used to reduce stress during the school day. The cards are placed in the "StressBuster Box." Whenever students feel stressed, they select a StressBuster tip from the box and perform the activity. StressBusters might encourage students to move to the quiet corner of the room, listen to some relaxing music on headphones, or stretch.

**Variation:** Students develop a logo and poster for a StressBuster Club. The purpose of the club is to share tips on how to handle times of stress. Students work with the school counselor to organize the club.

**Variation:** Brainstorm how students feel when they get angry or frustrated. Ask students to define stress and write the definitions on the board. Lead students to see the connection between the feelings of anger or frustration and stress. Provide examples to support this. Give each student a large sheet of newsprint and have him/her draw a self-portrait with stress inside. Discuss the pictures. Students draw smaller pictures outside the body that represent coping skills. Students share their pic-

tures with classmates and their parents or guardians.

[CCWR: 3.1/3.11/3.14]

#### D. SOCIAL STRESS REDUCTION

Ask: “How can friends help when you are feeling stressed out?” List the ideas on the board and explain that one of the most important qualities of a friend is the ability to listen. Brainstorm other characteristics of a good friend. Divide the class into pairs, and assign each pair a positive characteristic of a friend. Each pair develops a role-play that illustrates the characteristic. Qualities might include the following:

##### CHARACTERISTICS OF A FRIEND

- |           |                        |                     |
|-----------|------------------------|---------------------|
| ■ Honest  | ■ Responsible          | ■ Good companion    |
| ■ Fun     | ■ Clean and neat       | ■ Interested in you |
| ■ Helpful | ■ Kind and considerate | ■ Cheerful          |
| ■ Shares  | ■ Dependable           | ■ Cooperative       |

**Variation:** Students brainstorm a list of people who may be supportive when someone feels “stressed out.” Include parents, school, and community resources on the list. Students draw a picture of a person providing help during stress.

[CCWR: 1.1/1.2/3.1/3.13]

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## COMMUNICATION

**Indicator 2.2-5:** *Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** The following activity provides opportunities for students to identify stressors in their lives and develop coping strategies. Be prepared for a wide range of situations that trigger stress in children. Seek the assistance of the school counselor for those students with significant stressors or inappropriate reactions to the activity.

#### A. STRESS REACTIONS

In preparation for this activity, inflate a balloon and keep it where you have access to it but where it is out of students' sight. Without warning and when students are very quiet, pop the balloon and then ask: “How did you feel when you heard the noise? Did you know what it was? Did you expect it to happen? How did the sound make you feel? What physical reactions did you experience?” List comments and responses on the board. Explain that while some people react differently to stressful

situations, there are many common reactions to something that causes stress. Link the previous student comments and define the word **stressors** as things that cause stress in our lives. Brainstorm things that are stressors in students' lives, and discuss the kinds of reactions students have to stressors. Divide the class into small groups to develop a list of healthy coping strategies to deal with the stressors. Groups share their ideas.

**Variation:** Provide each group with a stress-producing situation similar to those listed below. Students identify the stressor(s) and develop a list of coping strategies for each. Groups present the situation to the class for discussion. Students complete the following statements:

- I can reduce stress in my life by...
- One thing that causes me stress is...
- I can go to \_\_\_\_\_ for help when I feel stressed out.
- When I feel stressed I can...

#### **SAMPLE SITUATIONS: STRESS**

- Your brother is a straight-A student.
- Your best friend just got a new CD player.
- Your dance recital is in 2 weeks.
- The soccer championship is tomorrow and you're in goal for the first time.
- You're new in class and have no friends.

[CCWR: 3.1/3.6/3.7/3.9/3.13]

### **B. MATHEMATICAL STRESS**

Give students a very complicated oral math problem to complete. Speak clearly but faster than usual, and do not answer student questions as you pose the problem. Carefully observe the class as you read the problem. After a short period of time, explain that you are more interested in their reactions to the situation than the solution to the problem. Discuss how the students felt when trying to solve the problem, especially because you were reading quickly and refused to stop or slow down. As students describe the physical and emotional symptoms they experienced, explain that they were under **stress**. Brainstorm other situations that might cause individuals stress and list. For each situation, students develop a list of healthy and unhealthy ways to deal with the stress. Using this list, each student selects one stressor he/she experiences and writes a brief plan to reduce stress and deal with the stressor.

**Variation:** Students predict what might cause stress at various stages of life. Based on the predictions, students create a time line indicating different stressors occurring at the various phases of life and suggest ways to deal with each.

**Variation:** Invite a panel that includes representatives from various life stages to discuss ways they handle stress in their everyday life.

[CCWR: 3.1/3.6/3.7/3.12/3.13]

**Teacher Tip:** Point out that the use of alcohol, tobacco, and other drugs is not a healthful and positive way to deal with stress. Emphasize that violence and irrational behavior are not effective or acceptable coping strategies.

### **C. STRESS FREE ME**

Students create a poem, story, song, or comic book that focuses on a character coping with stress in positive, healthful ways. Students share the creative works with classmates.

**Variation:** Students draw a picture of themselves in a stressful situation. Then they draw a second picture illustrating the effective use of coping strategies to address the same situation. Frame the pictures and display them.

[CCWR: 3.1/3.15]

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**Teacher Tip:** The following activity requires students to watch a variety of television shows. Send a note to parents explaining the purpose of the assignment so students will be able to watch the shows and complete their reactions.

### **D. COPING AND TV**

Students view three or more different kinds of television shows (e.g., comedy, news, sports, cartoon, commercial, mystery, drama, documentary, children's show) and look for situations in which a coping skill enters into the plot. Students keep a log of the shows they watched and the types of situations and skills used. At the end of the viewing week, students who watched similar shows compare their reactions. Pose the following question: "Does TV accurately portray the stressful situations and appropriate responses?"

[CCWR: 3.1/3.7]

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## **ACCESSING HEALTH INFORMATION**

**Indicator 2.2-6:** *Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.*

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### **SAMPLE LEARNING ACTIVITIES: 5-6**

**Teacher Tip:** Don't forget to involve the library media specialist whenever students are assigned projects requiring research. The library media specialist can instruct students in search strategies, suggest appropriate resources, and assist students to access a wide variety of media.

### A. HEALTH TIP OF THE DAY

Students identify a health topic and a target audience (e.g., students, parents, staff) then seek valid resources for information to develop a one minute public service announcement (PSA). The health tip can be included in the daily announcements or developed into a column for the school newspaper or parent newsletter. Tips can be posted at strategic areas in the school. Encourage students and staff to submit health suggestions. Place a health tips box in the school health office.

**Variation:** Students create a health information Web page on the school's Web site.

[CCWR: 3.1/3.4/3.8/3.15]

**Teacher Tip:** As preparation for the next activity, review advertising techniques and provide examples of each.

### B. SELL THAT CEREAL

Ask students to define **consumer**. Explain that everyone needs to use effective decision-making skills to make wise choices when buying products and services. Brainstorm ways that advertising companies use gimmicks to sell products. Show students two boxes of cereal, one high in sugar and the other high in fiber. Focusing on the two kinds of cereal, discuss how companies market products. Students examine each box of cereal. Based on the information provided, students make a cereal choice and justify that choice (e.g., taste, cost, box, flavor, health implications). Show students television and print ads for the same products. Students compare the criteria they used to select one product with the type of ad used to promote the product. Students complete a comparison/contrast chart and share the charts as part of group discussion.

**Variation:** Modify the activity to compare common products used by young adolescents, such as sports equipment, hair care products, or toothpaste.

[CCWR: 1.12/3.1/3.9]

### C. SEARCHING FOR INFORMATION

Students research and contact various organizations that promote health, protect consumers, or provide health services and information. When conducting the inquiry, students focus on how the agency or organization transmits information, its primary focus or target population, the costs involved to obtain information, and the reliability of the information. Agencies to consider for this project include the Consumer Product Safety Commission, the Food and Drug Administration (FDA); the Centers for Disease Control and Prevention (CDC); the American Cancer Society (ACS); the March of Dimes; the American Lung Association (ALA); and local, county, and state health departments. Students organize their findings into a written or oral overview of the agency and its mission and explain what kinds of information can be obtained from the organization.

**Variation:** Using a teacher-designed rating checklist, students review and rate pamphlets, magazines, newsletters, Web sites, and other forms of media from various government agencies and nonprofit health organizations. During the review, students determine the target audience of the material. Students share their impressions of the resources with classmates.

**Variation:** Students conduct an online search for various health-related Web sites and compare the quality of the sites, the accuracy of the information, and the reliability of the organization or sponsor of the site. Students develop a list of appropriate health-related Web sites for middle school students.

[CCWR: 2.5/2.6/2.7/2.8/3.1/3.4/3.5]



## ACCESSING HEALTH INFORMATION

**Indicator 2.2-6:** *Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.*

### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. REVIEWING PAMPHLETS

Divide the class into small groups, and distribute a number of health-related pamphlets to each group. Groups develop criteria to evaluate the pamphlets and compare three pamphlets on the same topic using their review criteria. Then each group selects the pamphlet that was most effective in getting its attention and provided the best information. Groups justify their answers as they present to the class. Review criteria should include the following:

##### PAMPHLET REVIEW CRITERIA

- |                   |                          |                                |
|-------------------|--------------------------|--------------------------------|
| ■ Target Audience | ■ General Presentation   | ■ Illustrations/Graphics       |
| ■ Age Level       | ■ Quality of Information | ■ Reading Level                |
| ■ Topic           | ■ Current Information    | ■ Believability of Information |

**Variation:** Each group selects the least effective pamphlet, identifies specific problems with the pamphlet, and redesigns the pamphlet to make it effective.

**Variation:** Students collect and evaluate health-related pamphlets appropriate for middle school students and create a display in the health/guidance office.

[CCWR: 3.2/3.3/3.8/3.12]

#### B. NONPROFIT AGENCIES

Students identify local nonprofit agencies and organizations that provide health information and assistance and invite agency representatives to a panel discussion. Each agency representative presents an overview of his/her organization and addresses student questions. Following the presentations, students design a public relations campaign for one of the non-profit agencies.

[CCWR: 3.4/4.2]

#### C. CONDUCTING RESEARCH

Students (individually or in small groups) research a disease or health condition and develop a multimedia presentation. Each presentation is critiqued using a student-designed rating scale. The rating scale should include an evaluation of presentation skills and assess the accuracy of the information presented. Students rate the presenter's use of supporting materials such as visuals and handouts, and the appropriate use of references and resources. The report should cover the history of the condition, current statistics and trends, signs and symptoms, and current treatment.

[CCWR: 2.2/2.5/2.6/2.7/2.8/2.9/3.4/3.5]

### D. TAKING A STAND

Students identify the critical health issues and concerns of middle school students using survey information, public health data, and information from reliable sources such as health agencies and local hospitals. In small groups, students collate the information and draft a position statement on one identified issue. (Share sample position statements from various agencies and organizations.) Groups present and defend their position statements.

**Variation:** Students write editorials to local or student newspapers based on the information gathered.

**Variation:** Give each student two magazine or newspaper articles or editorials that express opposing viewpoints about a health issue. Each student reviews the articles, analyzes the arguments, and develops a comparison/contrast map outlining the major arguments in each.

[CCWR: 2.6/2.7/3.1/3.8/3.12]

### E. HEALTH CAREERS INFORMATION

Students research educational and licensing requirements for various health-related occupations and contact the appropriate professional organizations for more information. Using this information, students develop a career map for the various occupations. Students develop an occupation database or booklet for use in the counseling office.

**Variation:** Students shadow an individual employed in a health-related occupation and write a summary of the experience. Students should focus on the educational requirements for the job and the need for continuing education to remain current in the field.

[CCWR: 1.5/1.9/2.6/2.7/2.8/3.4/3.5]

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## PERSONAL SKILLS FOR HEALTH AND SAFETY

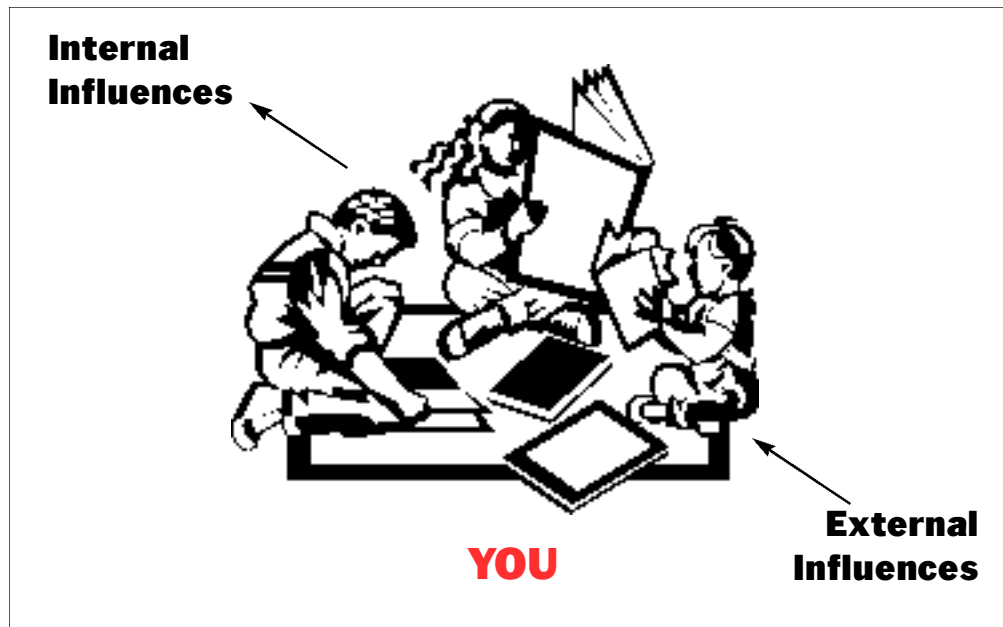
**Indicator 2.2-7:** *Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.*

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### SAMPLE LEARNING ACTIVITIES: 5-6

#### A. WHO INFLUENCES YOU?

Draw a large circle on the board or on a large piece of butcher paper. Write the word “YOU” in the center of the circle. Ask: “Who or what influences your decisions?” List all the responses on the board, and explain that sometimes we have **internal** influences (those from inside us) and **external** influences (from sources outside ourselves). Each student completes his/her own circle, marking the internal influences with an arrow contained within the circumference of the circle and aiming at the center of the circle. Students mark the external influences using an arrow aimed towards the center of the circle from the outside. Students share their charts and brainstorm additional influences. Next, students revisit their chart and prioritize the influences from most important to least important. Compare the ratings and discuss how and why they might be different.



**Variation:** Students draw what peer pressure looks like. Remind students that peer pressure can be positive or negative. Students share their drawings and discuss.  
[CCWR: 3.1/3.10]

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**Teacher Tip:** The following activity is adapted from the *Social Problem Solving and Decision Making Program*. For more information on this program, contact the Social Problem Solving Unit at (732) 235-4939.

### **B. BEING THE BEST**

Ask students to define **assertiveness**. Write the various definitions on the board and develop an accepted definition of the term. Explain that there are four important factors to consider when communicating with others. The factors can be remembered by the acronym **BEST**:

**B**ody posture  
**E**ye contact  
**S**peech  
**T**one of voice

Model examples of each factor and ask volunteers to assist with examples. Provide small groups with scenarios to practice assertive responses, emphasizing the **BEST** principles. Group members rate each scenario response using a teacher-designed checklist. Groups present their responses for class discussion and critique.

**Variation:** Students use the **BEST** model and **ASSERT** model to respond to various situations. **ASSERT** stands for:

**A**ssertive communication is to:

**S**tate the situation (What and how do I feel?)

**S**how understanding for the other person's position (What is his/her role?)

**E**xplore a fair option (What would you like to see done?)

**R**espond to the other person's reply (How can you respond?)

**T**reat yourself and others with respect.

**Variation:** Define *passive*, *aggressive*, and *assertive* behavior and provide examples of each. (A simple response matrix can be found in *Project TNT*, a research-based tobacco education program, available from ETR Associates.) Solicit examples of each type of behavior from students. Select volunteers to participate in role-plays that illustrate each type of behavior. Students guess the behavior based on the skit and discuss possible alternative behaviors for the situation

**Variation:** Play a modified version of charades. Create a number of situation cards. Pairs of students select a card and portray a situation or emotion using only body language. Classmates guess the situation and the behaviors based on the body language viewed.

**Variation:** Divide the class into teams of five students. Each team is given a simple phrase or statement. Each team member must say the same words but provide different meaning through intonation, body language, tone, or volume.

[CCWR: 3.2/3.10/4.2/4.3]

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**Teacher Tip:** Once students have been introduced to various communication skills, use the following activity as a practice session. Students need continuous and frequent practice in order to feel comfortable using the strategies in real-life situations.

### C. RATING SKILLS

Students rate their own communication skills using a teacher-designed rating scale. Students rate their skills as both a speaker and a listener in relation to the following:

- |                |            |                    |
|----------------|------------|--------------------|
| ■ Parents      | ■ Siblings | ■ Friends          |
| ■ Older adults | ■ Teachers | ■ Younger children |

Students identify the areas that need improvement and develop a plan to improve their skills when communicating with at least one person/group on the list.

[CCWR: 3.7/3.10/4.3/4.5]

### D. COMMUNICATING THROUGH PICTURES

Students collect photos and pictures from magazines and newspapers that show people using various forms of nonverbal communication. Students design a display identifying the messages conveyed in each picture.

[CCWR: 3.1/3.15]

**Teacher Tip:** A number of effective, research-based programs focus on the acquisition of assertiveness and refusal skills. Whichever program you choose, allow plenty of time for student practice. Students who feel comfortable with the skills will be more likely to use them when the time comes.

### **E. SAY NO AND MEAN IT!**

Divide the class into several small groups. Give each group a situation that requires refusal skills and assertiveness (e.g., being offered a cigarette, a friend asking you to cheat on a test). Provide each group with a handout that outlines ways to say no and mean it (see box below). Each group develops refusal strategies using each tip from the handout and then presents its ideas to the class.

#### **SAY NO—AND MEAN IT!**

##### **1. Avoid the offer.**

- Don't put yourself in a position to be pressured.

##### **2. Escape the offer.**

- Just walk away.
- Give an excuse.
- Give the person the cold shoulder.

##### **3. Refuse the offer.**

- Simply reject the idea.
- State your position.
- State the consequences.
- Be a broken record.
- Hang out with kids who don't want to be pressured. There is strength in numbers.
- Reverse the pressure.
- Become an activist—explain why you won't participate.
- Suggest something else to do.

**Variation:** Provide students with a situation that requires the use of refusal skills. Using each of the refusal techniques, students write a response and share the response with classmates.

[CCWR: 3.1/3.11/4.8]

## PERSONAL SKILLS FOR HEALTH AND SAFETY

**Indicator 2.2-7:** *Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.*

### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. EFFECTIVE COMMUNICATION

Brainstorm criteria for effective communication and list the responses on the board. Divide the class into six groups. Each group creates an effective criteria checklist that can be used to rate role-plays for the following skills:

- Being assertive versus being aggressive
- Clear communication skills
- Good listening skills
- Decision-making skills
- Refusal skills
- Negotiation skills

Provide each group with a situation requiring the use of one or more of the skills. Students role-play the situation, and classmates rate the use of the skills using the checklists. Classmates offer suggestions for improvement. Each group repeats the process, practicing a second set of skills. Rotate the situations so each group is able to address all the skills.

**Variation:** Videotape the performances. Students rate their performances using the checklists.  
[CCWR: 3.10/3.13/4.3/4.5/4.8]

#### B. TEAM PROBLEM SOLVING

Write the following statement on the board: “Two heads are better than one.” Ask students what the statement means. Explain that they will “put their heads together” to solve a problem. Show an open-ended video vignette (e.g., “Cooling a Hot Situation” or “Triggering Positive Health Choices” from Met Life or any of several *Project Alert* videos). After the video, divide the class into small groups, and allow approximately 20 minutes for each group to discuss and solve the problem portrayed in the vignette. Students write an ending to the vignette based on group discussion. View the ending of the original video and discuss the following:

- What criteria were used to write the ending?
- Was the group’s ending similar to the commercial video ending? Why or why not?
- What other choices did the character(s) have?
- Was problem solving easier with a group? Why?
- How did you reach a decision?

**Variation:** Provide students with an unfinished story. Students create an ending to the story, showing how the teen used effective decision-making and communication skills to solve the problem.  
[CCWR: 3.1/3.2/3.7/3.9/3.13/4.2]

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**Teacher Tip:** Modify the next activity to practice decision making or negotiation skills.

### **C. LEARNING TO REFUSE**

Students brainstorm situations that may require the use of refusal skills. Assign one situation to each pair of students. The partners develop a list of strategies that support refusal skills and assertive behavior in the given situation. Pairs develop a role-play that involves three characters with one character pressuring the others to do something. The teacher applies the pressure in the skit and the students must demonstrate the necessary skills. Classmates offer alternatives and coach the players in the use of the skills. Students complete the lesson by writing “Ten Tips to Say No and Mean It.”  
[CCWR: 4.8]

### **E. MINE FIELD**

For this activity, you need a large open area in the gym or on the playground. Use rope to outline a large rectangle. Within the roped area, spread out objects that represent land mines. Organize the class into pairs, with one member remaining outside the rectangle and the other staying inside the rectangle but wearing a blindfold. The partner on the outside guides his blindfolded teammate from one end of the rectangle to the other through the minefield. Partners cannot touch and can only communicate verbally. The object is to guide your partner through the minefield without stepping on an object. After all pairs have successfully navigated the course, discuss the communication skills that worked best during the exercise.

**Variation:** Replace the minefield with a maze.

**Variation:** One partner is blindfolded. The other partner verbally guides him/her through a series of simple tasks such as completing a math problem, writing a sentence, or navigating a school hallway.  
[CCWR: 3.1/3.6/3.7/3.13/4.2]

## HEALTH DECISIONS

**Indicator 2.2-8:** *Analyze how health decisions and behaviors are influenced by family, peers, culture, and the media and develop strategies that support effective decision making and safe behavior.*

### SAMPLE LEARNING ACTIVITIES: 5-6

#### A. EVERYDAY HEROES

Brainstorm qualities that make someone a hero or role model. Discuss the differences. Ask: “Are all heroes role models? Why or why not?” Brainstorm the names of real or fictional characters that are considered heroes or role models. Compare the lists and ask: “Did anyone appear on both lists? How many of the heroes are fictional characters?” Students develop a profile of a hero or role model, listing the characteristics they think are most important and share with classmates.

**Variation:** Students develop a short story about a local community hero or role model. The story can be based on actual incidents or can be a fictionalized account of a situation that features a hero or role model.

**Variation:** Students envision a community where volunteers are treated like celebrities and write an ad or real estate profile encouraging people to move to the community.

**Variation:** Invite a local hero or role model to speak about his/her experiences before, during, and after the event. Students write a reaction to the presentation.

[CCWR: 3.3/3.10/3.15/4.6/4.7]

#### B. EXAMINING THE NEWS MEDIA

Students examine news media coverage for one week focusing on issues related to interpersonal violence. Select certain incidents for discussion. Students analyze the possible events that lead to the incident and describe actions and decisions that might have prevented its occurrence.

[CCWR: 3.7/3.12]

#### C. YOUR VALUES

Brainstorm a list of commonly accepted values (e.g., generosity, fairness, honesty, courage, respect, trust, responsibility, loyalty). Most people base decisions on their values. Values show in how you act, what you talk about, what you stand up and fight for, and what you are willing to sacrifice for. For the following statements, students identify the value(s) associated with each. Discuss the responses.

- I may lose the class election but I have to say what I believe.
- You hold the door open for an older person.
- A person works hard to provide shelter for the homeless.
- You and your sister like to watch different TV shows. You agree to watch each other’s shows for one week.



- A neighbor left for vacation and left her garden hose running. You shut it off without being asked.

**Variation:** Using the student-generated list of common values, students select the three values they feel are most important to them and justify their responses. Students compare their responses with their classmates. Is there agreement or do the class values differ? Why? Discuss factors that contribute to the formation of values.

[CCWR: 3.10/4.6]

**Teacher Tip:** The following activity examines messages in popular music. Screen song lyrics submitted by students for racial slurs, references to sexual practices, extreme violence, and profanity. In some situations, it may be necessary to secure administrative permission to use materials that appear to be in conflict with school guidelines. Some of these songs offer realistic and necessary examples for this discussion. Even though some students listen to music that adults find objectionable, other students in the class may not be permitted to listen to such music.

#### D. DECISIONS IN MUSIC

Students identify messages in popular songs (provide lyrics) and discuss them using the following questions.

- What is the message? Is it realistic?
- What decision was made? Did the person use a decision-making model?
- What were the consequences of the decision?
- Did the person(s) behave responsibly? Why or why not?
- How were other people affected by the decision?
- What were the alternatives?

Students re-write the song lyrics using a decision-making model to ensure a positive outcome. Students sing or role-play the new version of the song.

[CCWR: 3.1/3.2/3.9/3.12/3.13]

#### E. DECISIONS, DECISIONS

Set up four “thinking stations” (one for children, teens, parents, and senior citizens). At each station, have large sheets of chart paper and markers. Divide the class into four groups for this carousel brainstorming activity. Each group starts at one station and then moves to the next one on signal. At each station, students list major decisions that individuals at that stage of life make. Groups cannot repeat an item on the list, they can only add to the list. After each group has rotated to all four stations, post the lists. Students compare the lists for similarities and differences.

**Variation:** Students select three decisions from the children/teens lists and write a journal entry describing why those decisions are important for them.

[CCWR: 3.1/3.3/3.9/3.13]

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## HEALTH DECISIONS

**Indicator 2.2-8:** *Analyze how health decisions and behaviors are influenced by family, peers, culture, and the media and develop strategies that support effective decision making and safe behavior.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. PEER PRESSURE INTERVIEW

Students interview a parent, guardian, or other adult about peer pressure they experienced as a teenager. Students ask the following questions:

- When you were a teenager, do you remember feeling peer pressure? What was it like?
- In what areas and at what age did you worry most about what your friends thought?
- How did you resist peer pressure?
- Did you ever have an embarrassing moment as a teen as a result of any of this? Tell me about it.

Students share the responses and develop a list of peer resistance strategies used by the adults. Ask: “Are some of the strategies used in the past still effective today?” Meeting in small groups, students develop a list of at least five refusal strategies to use when confronted with peer pressure. Students create and perform a role-play illustrating one of the strategies. Students complete the exercise by developing a class list of “100 Ways to Say No” and create a poster, mural, or bulletin board illustrating the list.

[CCWR: 3.2/3.3/3.9/3.10/3.15]

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**Teacher Tip:** When selecting excerpts from TV shows or movies, screen the selections for sensitive situations and language.

#### B. PEER PRESSURE IN THE MEDIA

Show excerpts from movies or TV shows that clearly illustrate decisions made by teenagers (e.g., *Ferris Bueller’s Day Off*, *The Wonder Years*). Discuss the influences that contributed to the characters’ decisions and prioritize those influences.

[CCWR: 3.2/3.9/3.12]

#### C. DEVELOPING YOUR VALUES

Explain that most of the time, people do the right thing. Sometimes, the choices people have to make are difficult and in conflict with their values—we call this **moral conflict**—and that makes it even harder to make a decision. Provide students with an example similar to the one below and discuss.

- Your best friend didn't study for the big math test. During the test, he/she leans over and asks for the answer to a problem. You value his/her friendship and don't want to jeopardize that. You are a loyal friend. On the other hand, you place real importance on being honest and you would feel terrible if you cheated. What should you do?

Explain that you are experiencing moral conflict, battling your sense of right and wrong. This is an example of a time when you can't talk about the decision with someone else—you are **walking a moral tightrope**. Ask: "What does this mean?" After exploring the concept further, students explain in a journal entry about a time they faced a moral conflict and walked the tightrope. What helped them make the right choice? Students volunteer to share their experiences.

**Variation:** Provide students with fables or folktales that teach values. Students analyze the characters' motivation to "do the right thing." Students form small reading/discussion groups to share their insights on the stories.

**Variation:** Students create a fable, poem, or illustrated children's book about a character facing a moral conflict.

**Variation:** Students write an essay entitled "Your Values Are Always Showing." In the essay, students provide examples of how values are reflected in what individuals say and do and how family and culture shape values.

**Variation:** Values play an important part in the decisions we make. How do we learn values? Students list all the ways and places that teach values. Students compare the values of various cultures and religions.

**Variation:** Students debate the following questions: "Can values be both positive and negative? Can values change? How can you develop new values? Can adults develop new values?"

[CCWR: 3.2/3.3/3.9/3.10/3.15/4.3/4.6/4.7]

## E. REAL-LIFE DECISIONS

Students brainstorm real-life decisions faced by teenagers. From the list, each student selects one problem and attempts to solve it outlining each step of the problem-solving/decision-making model. During the process, the student identifies and describes the potential influence of parents, family members, peers, culture, and the media on the decision. Students summarize the situation and present their analysis to the class.

### SAMPLE REAL-LIFE SITUATIONS

- Your parents are getting a divorce and you have to choose which one to live with.
- You just had sex with the cutest guy/girl in school. You didn't think about protection until now.
- You want to lose 10 pounds before the big dance. You've only lost 2 pounds and you only have 2 weeks left.
- Your parents want you to attend an all-male/all-female high school next year.

[CCWR: 3.1/3.9/3.10/3.12/3.13]

## SETTING HEALTH GOALS

**Indicator 2.2-9:** *Describe how health goals are influenced by changes that occur throughout the life cycle.*

### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** The life cycle concept can be used to illustrate change, both positive and negative. The central point is that change is natural, normal, and expected. However, point out that each individual has the greatest influence on his/her own changes. Daily decisions greatly determine the progress and success of the life cycle.

#### A. CHANGES THROUGHOUT THE LIFE CYCLE

Explain that change is one thing that is guaranteed to occur throughout the life cycle. Ask students to think about phases they have already experienced and the kinds of changes that have occurred. Use a life cycle time line to remind students of the various phases from infancy to senior citizen. Each student develops a time line of their own life cycle from infancy to their present age, outlining important events that have occurred. After a discussion of the changes, students predict the personal changes they expect to occur in 5 years, 10 years, 15 years, 20 years, and 25 years in the future. Encourage students to predict goals and accomplishments. After students have listed their predictions, explain that they are setting the groundwork for their goals right now. (Use examples such as education to prepare for college and a career.) Relate their predictions to the achievement of health goals, and explain how wellness can support the achievement of those goals.

**Variation:** Students interview an adult to ascertain how the individual's health status and decisions have influenced their lifetime goals and achievements.

**Variation:** Students develop a list of health goals and identify strategies to achieve the goals.

[CCWR: 3.1/4.1/4.7]

#### B. LIFETIME GOALS

Students research the life of a famous person with a health condition (e.g., Franklin Roosevelt, Stephen Hawking, Helen Keller, Marlee Matlin, Christopher Reeve) and ask the following questions: How did the person's health affect the achievement of his/her goals? Did the goals change? How did the health condition impact the way the person is treated by others? Students write a summary of the person's life and comment on the way health affected the achievement of lifetime goals.

[CCWR: 2.6/2.8/3.4/3.5]

#### C. WHAT I HAVE LEARNED SINCE KINDERGARTEN

Post several large sheets of newsprint around the room. On each sheet, write one grade level (Kindergarten through Grade 6). In this carousel activity, students move in small groups to each grade-level station. At each station, students list what they learned that year. Focus the groups with the following questions: What have you learned since kindergarten? What have you learned each year, not just in school, but about life? After each group has completed the rotations, discuss the results and focus on the positive health goals and behaviors learned each year.

[CCWR: 4.1/4.3]

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## SETTING HEALTH GOALS

**Indicator 2.2-9:** *Describe how health goals are influenced by changes that occur throughout the life cycle.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

**Teacher Tip:** Writing goals—particularly health goals—may be a very personal experience. Allow students to select a discussion partner. For some students, it may be best to allow them to put the goals aside for a day or two before sharing their ideas with a classmate.

#### A. GOAL SETTING

Each student writes a definition of the word *goal*. Students share their definitions and agree upon a common definition. Then each student selects three personal goals—one related to education, one related to his/her health, and one related to his/her social life—and develops a plan to achieve each. Each student identifies factors and supportive activities that influence the achievement of each goal. After sharing the goals with a partner, each student selects one goal and identifies health factors that impact the achievement of that goal. Volunteers share their goals and plans.

[CCWR: 4.1/4.3]

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**Teacher Tip:** As preparation for the next activity, review life cycle concepts introduced in the Grade 5-6 cluster of this indicator (see *Changes Throughout the Life Cycle*).

#### B. LIFE GOES ON

Discuss how students have changed in the last two to three years. Students reflect on goals they set for themselves in the beginning of middle school and evaluate ones they have met, ones in progress, and ones that have been delayed or discarded. Students note which goals were easy to achieve and which ones were more difficult. Focus the discussion on health-related goals. Students categorize their health goals as physical, social, intellectual, mental, or spiritual.

**Variation:** Students develop a status report on selected health goals. The report should address the nature of the original goal, any modifications, what occurred to achieve it, and the current status of the goal. Students predict whether the goal will be accomplished or abandoned.

**Variation:** Invite high school students to discuss personal changes that have occurred since they graduated from middle school. The peer educators should focus on health-related issues and goals and how choices impact long-range and lifetime goals.

[CCWR: 4.1/4.3/4.7]

#### C. 24 HOURS IN A DAY

Students keep a log of all activities during a 24 hour period, total the time spent in each type of activity (e.g., sleeping, attending class, eating, studying) and examine the results. Using the data collected, students write a paper addressing the following issues:

- Are you getting all you want from your 24 hours? Why or why not?
- Where are the weak spots?
- What role do you play in deciding how your time is spent?
- In what ways do peers influence how you spend your time? family members?
- How do the events of this 24-hour period impact the attainment of your goals?
- What actions can you change that will help you better achieve your goals?

[CCWR: 3.1/3.3/3.9/3.12/4.1]

#### D. LEARNING TO MANAGE

Some people never seem to be able to reach their goals in spite of the fact that they are smart and capable people. The ability to manage your life greatly influences your ability to reach a goal. Brainstorm a definition of **management** and write on the board (e.g., using resources wisely to achieve goals). Divide the class into small groups. Give each group a situation to “manage” and a handout describing the five steps to effective management (see below). Students discuss the problem and suggest strategies to manage the situation. Afterwards, groups share their problems and solutions. Then each student selects one personal health-related goal and develops a management plan for that goal.

##### MANAGEMENT IN FIVE EASY STEPS

- |                          |   |
|--------------------------|---|
| 1. Set a goal.           | <i>You have to decide what you want to do.</i>                |
| 2. Make a plan.          | <i>What has to happen to reach the goal?</i>                  |
| 3. Act on the plan.      | <i>Do something.</i>  |
| 4. Control the plan.     | <i>Check on your progress and change the plan, if needed.</i> |
| 5. Evaluate the results. | <i>Did you reach the goal? What worked?</i>                   |

[CCWR: 1.1/1.5/3.1/4.1]

#### E. COMPARING SKILLS

Students compare a decision-making model with a self-management process. Ask: “How are they the same? different? When are they used simultaneously?” Students complete a comparison/contrast map and discuss their findings.

**Variation:** Invite a corporate executive to speak to the class on strategic planning, goal-setting as part of managing a large corporation. How does this parallel day-to-day skills that the students already use? Students write a reaction to the presentation and compare the information to their own personal goal-setting processes.

[CCWR: 1.2/1.5/1.7/3.2/3.9]

#### F. SETTING GOALS TO REDUCE STRESS

Discuss various interpretations of this statement: “Remember to be realistic about your goals. You can dare to dream but setting too many goals that are beyond your reach may add stress to your life.” Small groups discuss how setting goals can actually reduce stress (e.g., taking small steps, giving meaning to tasks, seeing what you’ve accomplished, instilling pride) and compile a class list.

**Variation:** Explain that planning and setting reasonable goals are key to effective stress management. Students develop a plan for one week. At the end of the week, students report to the class on the achievement of goals, frustrations, or problems adhering to the plan, and ways that it might be modified to be more manageable.

[CCWR: 3.1/3.10/4.3]

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## **CONFLICT MANAGEMENT**

**Indicator 2.2-10:** *Analyze the causes of conflict and violent behavior in youth and adults and describe nonviolent strategies for individuals and groups to prevent and resolve conflict.*

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### **SAMPLE LEARNING ACTIVITIES: 5-6**

**Teacher Tip:** There are a number of nationally-recognized and researched conflict management programs. Refer to the appendix for some examples.

#### **A. TURNING DOWN THE ANGER**

Brainstorm a definition of **anger** and write the students' responses on the board. Introduce, define, and give examples of the following terms: **anger triggers** (thoughts or events that set off feelings of anger); **anger cues** (body changes); and **hidden anger** (suppressed negative thoughts). Using a sponge and a pitcher of water into which red food coloring has been added, explain that the sponge represents the body and the red water represents an anger trigger. Ask the students to suggest possible anger triggers. As they do, pour a little water on the sponge. Relate the change in the color of the sponge to the effect of anger triggers on the body. Explain that when people use healthful ways to relieve angry feelings, they do not harm themselves or others. Divide the class into small groups, and have each group develop a list of healthy ways to deal with anger. Share the lists and create a class list or poster. Students complete the following statements:

- When I get angry, I will....
- Healthful ways to deal with anger include...

[CCWR: 3.2/3.6/3.7/3.9/3.13]

#### **B. ANGER INVENTORY**

Students keep a 2-day log of things that make them angry and describe the ways they dealt with that anger. Students share their log with a partner and discuss healthy and appropriate ways to deal with anger.

**Variation:** Students use the log to answer this question: What can you say or do to calm yourself when angry?



**Variation:** Students keep a stress log for 2 days. What things caused stressful feelings? How did you deal with them? Who helped you? Students share their logs with a partner and develop a list of people who can help when they feel angry or stressed.

[CCWR: 3.10/4.3]

### C. WAYS TO DEAL WITH ANGER

Brainstorm appropriate ways to deal with stress, anger, and frustration. Focus on ways physical activity can help students deal with their anger and enhance their mood. Discuss ways students can express feelings through the creative arts.

**Variation:** Some people use physical expression to release anger or “blow off steam” (e.g., scream in a pillow, squeeze a tennis ball). Is this a healthy method to deal with these feelings? Why or why not?

**Variation:** Students develop a list of family members, school staff, and community organizations that assist students to deal with anger, frustration, conflict, and stress. Post the list in the classroom for easy reference.

[CCWR: 3.1/3.11/3.13/4.3]

### D. PEER MEDIATION

Students investigate and develop a program to provide peer mediation services in the school. Working with the school counselor, students visit a school already engaged in a successful peer mediation program. Students develop the rules for the program and assist in the development of a training program for prospective peer mediators. Students collect information about the program and report to the school administration at the end of the school year.

[CCWR: 3.1/3.3/3.4/3.8/3.11/3.13/4.1/4.2/4.6/4.7]

### E. ZERO CONFLICT

Begin this activity by explaining that conflict and anger are normal—it’s just when they are carried to an extreme that they become problems. Divide the class into small groups. Each group brainstorms situations that result in anger or conflict while in school, at play, or at home and writes each situation on an index card or small slip of paper. Examples might include someone butting in line, someone stealing lunch money, or a fight at the bus stop. Collect all the cards and place them in a large box. Each day, several students draw cards from the box and lead a discussion on how to handle the situation. Students may design a role-play to demonstrate appropriate strategies. As students address the situation on the card, post it on a bulletin board display anchored by a nonviolence theme, such as “There’s No Room for Violence in This Room” or “Zero Conflict.”

[CCWR: 3.1/3.9/3.11/3.13]





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## CONFLICT MANAGEMENT

**Indicator 2.2-10:** *Analyze the causes of conflict and violent behavior in youth and adults and describe nonviolent strategies for individuals and groups to prevent and resolve conflict.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

**Teacher Tip:** Students need an understanding of basic vocabulary when discussing issues related to violence. Consistently use terms such as *aggressor*, *mediator*, *victim*, *bystander*, and *peer mediation* to ensure students understand the meaning and context of the terms.

#### A. FACTORS THAT INFLUENCE VIOLENCE

Assist students in creating a graphic organizer that highlights important factors that contribute to or influence the occurrence of violence. Using the information generated, students answer the following questions:

- How are the contributing factors linked?
- Where does violence occur?
- How do we feel about violence?
- Where and when do we learn to use violence in our lives?
- What can we do to prevent violence?

After a discussion, students write a journal entry reacting to the following questions: Why do you think there is so much violence in this country? in the world? What does violence accomplish?

[CCWR: 3.1/3.8/3.12]

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**Teacher Tip:** Always preview videos and film clips for age-appropriate content. Involve parents/guardians in violence prevention activities.

#### B. IDENTIFYING VIOLENCE

Ask the students: “What does violence look like?” Brainstorm a definition and description of various forms of violence (e.g., fighting, domestic violence). Use an excerpt from a television show, movie, or video that clearly illustrates several kinds of violent acts and conflicts. Students count the number of acts of violence in the show and discuss what they observed. Divide the class into small groups to discuss one of the acts seen in the film clip. As the groups discuss the elements of violence, explain that the audience doesn’t see what happens after a violent scene. Each group predicts what might occur after the act of violence, focusing on the aggressor and the victim, their families, friends, and employers and considering the effects of the violent act on the community. Groups share their predictions with the rest of the class.

**Variation:** What does violence cost society? Using some of the same acts of violence noted above, students examine the real cost of damages, lost income, incarceration, and increased police patrols. How does violence impact local taxes and the community's quality of life? Invite community leaders to discuss violence prevention efforts.

[CCWR: 3.2/3.7/4.2]

### C. DEFINING CONFLICT

In essay form, students describe two conflicts observed in the media or real life and record whether each conflict has positive consequences, negative consequences, or both. Students determine the aggressor(s), victim(s), and bystanders in each situation and determine if someone served as a problem solver or mediator. Students list the qualities needed to fulfill those roles and describe how each conflict might be peacefully resolved.

[CCWR: 3.1/3.9/3.12/4.7]

### D. MEDIA VIOLENCE

Divide the class into small groups to debate the following questions:

- What effects do TV, movies, or music have on the incidence of violence?
- Does the media glorify violent acts? How? Why?
- Are representations of violent acts, as seen on TV and in movies, really necessary? Explain.

Each group develops a position statement on the media and violence and shares their position statement with the class.

**Variation:** Students watch four TV shows (not news shows) and log the number of violent behaviors, number and type(s) of weapons used, number of "good guys", number of "bad guys", and the number of nonviolent strategies used during the course of the shows. After one week, discuss the data collected and create a class graph for each category. Discuss the following:

- Was the violence necessary? Why?
- Would people watch the programs if sensational acts were not part of the show? Explain.
- What could be done to limit the number of violent acts portrayed on TV?

[CCWR: 3.2/3.7/3.9]

### E. ANALYZING VIEWS ABOUT TV VIOLENCE

Present the following positions about TV violence. In essay form, students justify one of the positions.

- View #1:** Freedom of speech and freedom of the press should ensure people's rights to see what they want. Censorship, in any form, is wrong.
- View #2:** Parents have a responsibility to monitor what their children watch. Shows should be censored only by parents, not by the government.
- View #3:** Children should not be exposed to violence in any form. Access to such shows should be restricted by the government.
- View #4:** Students over the age of 12 should have no viewing restrictions.

After students have selected a position and written the justification, discuss the following questions:

- Should all violence be banned from television? Why?
- Is the television rating system useful? Why or why not?
- Is the movie rating system useful? Why or why not?
- Is all TV/movie violence bad for children? Why? What are the potential effects of viewing such violence?
- Cartoon characters are shot, maimed, or flattened and then get up and walk away. How does this influence young viewers?

[CCWR: 2.6/3.4/3.5/3.8/3.12]

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## **COPING SKILLS**

**Indicator 2.2-11: *Describe the impact of crisis, stress, rejection, separation and loss and develop coping strategies for each.***

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### **SAMPLE LEARNING ACTIVITIES: 5-6**

**Teacher Tip:** Discussing these issues requires special sensitivity and observational skills on the part of the classroom teacher. Tune in to the needs of the students. Do not make a student feel weak or inferior. Reinforce that experiencing stress or expressing emotions is not a sign of personal weakness. Emphasize that stress is normal and unavoidable and that learning new strategies to deal with stress is an important part of achieving wellness.

#### **A. IT HOLDS YOU DOWN**

Ask for two student volunteers. Give one student a bag filled with crumpled paper and the other student a bag filled with heavy objects, such as books. Ask the students to jump up and down for about 30 seconds while holding the bag in their arms. After they have done this, ask the students how they feel (the student holding the heavy bag should respond that he/she is tired, winded, and the heavy objects slowed him/her down). Connect the activity to a person “loaded” with stress. Ask: “What does extra stress do to a person’s body, mind, and social relationships? How does stress impact one’s general health? How can people deal with stress to maintain balance and wellness?” Students define ***stress management*** and list ways to handle or manage stress.

[CCWR: 3.2/3.6/3.7/3.9/3.13]

#### **B. HOW DO YOU FEEL? WHAT DO YOU DO?**

Divide the class into small groups and give each group a scenario, similar to the ones listed below. Groups discuss ways to cope with the situation and create a skit or story that focuses on positive ways to deal with the problem. Students share the creative works with classmates.

### SAMPLE SITUATIONS: STRESS

- You've just been cut from the soccer team.
- Your pet died.
- You really expected to get the lead in the school play—you didn't even get a small part.
- Your best friend just told you he/she is moving.
- One of your parents works out of town and you are only able to see him/her on weekends.

**Variation:** Students generate a list of people that can help when experiencing stress, anger, or problems. From the list, students develop a class resource booklet or poster.

[CCWR: 3.1/3.15]

### C. STRESS BREAKER/ENERGY MAKER

Students create a series of simple stress reduction exercises that can be used in the classroom during times of prolonged seat work, before or during a test, or whenever a student feels tense. Students demonstrate the exercises and discuss appropriate times to use them.

**Variation:** Students select appropriate music selections to accompany the relaxation exercises.

[CCWR: 3.1/3.11/3.14]

### D. I'M ANXIOUS

Define **anxiety** and explain that it is a normal part of life. Students list situations that may make people feel anxious or nervous (e.g., new situations, tests, performances, competition, making requests). In order to more effectively cope with anxiety-producing situations, students evaluate their own level of anxiety in various situations (see sample chart below), rating their level of anxiety as low, medium, or high in each situation. Discuss the ratings and ways to prepare or deal with each situation.

ANXIETY LEVELS					
At School		At Home		With Friends	
Situation	Anxiety Level	Situation	Anxiety Level	Situation	Anxiety Level
Taking a quiz	Medium	Coming home late	High	Going to a party	High
Being in a play	Low	Family gatherings	Medium	Meeting someone new	Low

**Variation:** Students learn specific relaxation techniques that can be used when they feel nervous or “stressed out”. Model each of the techniques (e.g., deep breathing, positive thinking, mental rehearsal, body relaxation and preparation) and then allow plenty of time for practice. Incorporate the relaxation techniques as part of routine classroom practice.

[CCWR: 3.1/3.10/4.3]

**Teacher Tip:** Be advised that significant losses (e.g., parental death, sibling death, divorce) are often grieved and “regrieved” over many years and may be reactivated by minor losses that provoke memories. As students mature, they may revisit previous losses in an effort to make new meaning of the experience. Grief and loss are best addressed in a supportive environment. Unfortunately, not all students live in this environment. Be prepared to refer students who need assistance with unresolved issues related to previous loss.

### E. LIVING WITH LOSS

Explain that change, loss, and death are all natural and inevitable parts of the life cycle. Define *loss* in very general terms, and then qualify it with the term *grievous loss*. Explain that grievous losses make us feel hurt, angry, or sad. Divide the class into small groups to brainstorm as many losses as possible and record on chart paper. Each group’s recorder selects three losses from his/her group’s list and writes them on the board. Add to the list any other losses not supplied from the student lists. Discuss the following questions:

- What losses listed do you think would be the hardest to cope with?
- What losses might have a positive side to them?
- What losses would be hard to talk about in public?

**Variation:** Students find a newspaper or magazine article that describes a loss. Students answer the following questions, in writing, about their article:

- What loss(es) are represented in the article?
- Who or what will be affected by the loss?
- Would others easily recognize the loss?
- Would the loss be difficult or easy to bear?
- What possible growth or positive action could come from the loss? Could there be any gains now or in the future as a result of this incident?

[CCWR: 3.2/3.9/3.10/3.12/3.13]

**Teacher Tip:** Avoid focusing the discussion simply on grief related to loss through death. Children who have suffered other types of losses need to recognize that grieving is a natural response to many kinds of loss.

### F. LOSS IN LITERATURE

Use classic children’s literature to examine and discuss issues surrounding loss, death, grief, and coping. Suggested books include:

- *Bridge to Terabithia* by Katherine Paterson
- *Charlotte’s Web* by E. B. White
- *The Education of Little Tree* by Forrest Carter
- *Sadako and the Thousand Paper Cranes* by E. Coerr
- *The Secret Garden* by Frances Hodgson Burnett

[CCWR: 3.2/3.10/4.3/4.7]

**Teacher Tip:** Inform the school counselor and school nurse of the next activity so they can be prepared for potential student reactions.

### G. THE GRIEVING PROCESS

Invite a speaker from a local hospice or counseling agency to speak to the class about the grieving process. Be sure the speaker addresses various kinds of loss (not just death) and focuses on the physical, behavioral, and emotional aspects of the grieving process.

[CCWR: 3.4/3.10]

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## COPING SKILLS

**Indicator 2.2-11:** *Describe the impact of crisis, stress, rejection, separation, and loss and develop coping strategies for each.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. FAMILY SUPPORT

Divide the class into small groups, and give each group a situation that reflects a crisis (e.g., loss of parent, job loss, illness, fire). Each group discusses their situation and lists ways students and their families can cope when these problems occur. Groups identify community resources available to help when such situations arise and present their findings to the class.

**Variation:** Invite speakers from the community to discuss services available for individuals and families in crisis.

[CCWR: 3.2/3.4/3.10/4.3]

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**Teacher Tip:** As students study cultural perspectives on death and grief, connect the lessons to related topics in social studies and world language instruction.

#### B. BELIEFS ABOUT DEATH

Invite representatives from the predominant religious faiths of the community to discuss their beliefs about death. Prior to the panel, students generate a list of questions for the panelists.

**Variation:** Students watch a television show that is likely to have a death scene (e.g., medical show, police drama). After viewing the show, students discuss the following questions:

- Was a death portrayed on the show? How many?
- How old was the person who died?
- What was the cause of death (e.g., illness, accident, shooting)?
- What attitudes about death were presented?
- What kind of ceremony was portrayed?

- How did family and friends deal with the death?
- Was the portrayal of death realistic? Why or why not?

[CCWR: 3.3/3.4/3.10/4.3/4.7]

### C. TEEN WORRIES

In small groups, students brainstorm a list of worries or concerns that many teenagers face. Create a master list and then have each student select three issues from the list. Each student writes a letter to a teenager about each issue. Students share their letters with the class.

[CCWR: 3.1/3.9/3.13]

### D. DEALING WITH DEATH AND LOSS

Students develop a role-play for each of the situations listed below. After each presentation, discuss the type of loss experienced, the grief process, and the strategies used to cope with the loss. After the skits are completed, students complete a journal entry describing their thoughts as a participant in the role-play.

#### SAMPLE SCENARIOS: DEATH AND LOSS

- Johnny's grandfather died. He lived far away and Johnny hasn't seen him for a long time. Johnny is not sure he wants to go to the funeral. Johnny and his family talk about the problem.
- Same as above but Johnny wants to go to the funeral and his parents do not think he should.
- Three small children are talking about a dead bird.
- An elderly person is explaining what he/she believes about funerals to a young child.
- The Morgan's house was destroyed in a fire. The family discusses what they will do next.

[CCWR: 3.1/3.4/3.9/3.15]

### E. COPING WITH SELF

Students list six things that make them feel better when they are feeling down or depressed. Students develop a class list and create a poster, bulletin board display, or pamphlet based on the list.

**Variation:** Students create children's books that describe things that make you feel better (e.g., flying a kite, petting the dog, playing in the rain, a hug). Students illustrate the books and share with younger students.

**Variation:** Students plan and institute a peer helper program in the school. Invite representatives from the local high school to share their peer helper experiences and to assist with the development of a middle school program.

[CCWR: 3.1/3.10/3.15/4.3]

## **F WHEN YOU'RE FEELING DOWN**

Being aware of the early warning signs is the key to getting help. Emphasize that everyone feels “blue” or “down” at times. When the symptoms and feelings persist for a prolonged period of time and seem to interfere with normal everyday activities, professional help is needed. Generate a list of symptoms that include those listed in the chart below.

### **FEELING DOWN? GET HELP!**

- Sadness for no reason
- Hopelessness and a feeling that your life is out of control
- Mood shifts
- Inability to make decisions about everyday life
- Lack of concentration
- Fear and anger at the world
- Sleep disturbances
- Substance abuse or eating disorders
- Frequent physical ailments for which no medical cause can be found



Students identify community mental health agencies that assist individuals and families to cope with mental health problems. The class compiles a resource list.

**Variation:** Students create a pamphlet or poster entitled “What To Do When You’re Blue.” Students should include in the guide the following ideas and strategies, along with other suggestions.

- Everyone has bad times and feels low now and then.
- You are not alone. Seek out family and friends for help.
- Be sure to take care of the basics even if you’re feeling down. Be sure you get enough sleep, eat well, and get lots of exercise.
- Do not use alcohol, tobacco, and/or other drugs and avoid the use of caffeine.
- You control the way you feel.
- How you view what happens to you is most important.

**Variation:** Invite a counselor, psychologist, or psychiatrist to speak about depression. The presentation should focus on the signs and symptoms of depression, the treatment of depression, and local resources for help and information.

[CCWR: 3.1/3.4/3.12/3.13]



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## HEALTH INFORMATION

**Indicator 2.2-12:** *Synthesize, interpret and express information about health issues using valid resources and adapt the information for different audiences.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** When planning a large event such as the one described in the next activity, enlisting the support of the administration and school board, parents, community and religious groups, and healthcare providers from the earliest stages will enhance the success of the event. Keep all stakeholders informed during the planning and review process. This activity can be modified to meet district requirements for community service.

#### A. COMMUNITY HEALTH FAIR

Students plan and implement a community health fair. Students select a target population (e.g., senior citizens, students, parents), secure a site, solicit participants and providers, and plan a marketing campaign for the event. Each student participates in the actual event. Students evaluate the event, based on attendance and feedback, and develop a plan for improvement.

[CCWR: 3.1/3.4/3.8/3.13/3.14]

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**Teacher Tip:** Involve the library media specialist in the following activities.

#### B. COMPARING INFORMATION

Students select health-focused pamphlets, articles from magazines and journals, books, and information from on-line resources. Each student selects three distinctly different resources and compares each. As part of the review, students identify potential conflicts or contradictions in content and develop a list of questions about each resource. Each student develops a brief written summary of each resource with additional comments or concerns. Discuss the students' findings and develop a list of reliable source for health information.

**Variation:** Each student selects a particular health topic (e.g., HIV/AIDS, Lyme disease, immunizations, marijuana use) and locates three resources about that topic. Each student shares his/her selected resources with an appropriate healthcare provider or school staff member (e.g., school nurse, substance awareness coordinator, counselor) for their review and comment (using a class-designed review and rating chart). Each student writes a summary of the reviewer's comments.

[CCWR: 3.1/3.2/3.4/3.12]

### C. ADAPTING HEALTH INFORMATION

Students read several health articles from a journal, magazine or Web site. Using the information, students create a pamphlet, coloring book, informational story, or video for two of the following audiences. Students gather feedback on the item and make revisions as indicated.

- Pre-school children
- Pre-adolescents
- Young adults (21-30)
- Senior Citizens
- School-aged children
- Adolescents
- Adults
- Non-English speaking individuals

[CCWR: 3.2/3.4/3.5]

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## HEALTH AND SAFETY SKILLS

**Indicator 2.2-13: *Analyze social situations and conditions that affect health and safety and select and evaluate the appropriate skills for each situation.***

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### SAMPLE LEARNING ACTIVITIES: 9-12

#### A. RETROSPECTIVE PROBLEM SOLVING

Students review media broadcasts, Internet sites, newspapers, and magazines to identify social and health problems that regularly occur in society. Brainstorm additional ideas to create a master list. Divide the class into small groups and have each group select one problem or issue from the list. Explain that each group will be looking at a problem through a “flashback” approach, looking at the problem after the fact and trying to identify things along the way that might have prevented or mitigated the problem. Each group develops an imaginary time line and event sequence from the present to the past, focusing on the results/consequences and culminating in the events that sparked the event in the first place. The each group identifies strategies or events that may have altered the outcome, the feelings of the participants in the situation and any barriers that frustrated efforts to alter the outcome. As each group presents its situation in flashback style, they suggest ways that the participants could have used personal and interpersonal skills more effectively to alter the outcome.

[CCWR: 3.1/3.2/3.3/3.8/3.13]

#### B. POSITIVE PROBLEM SOLVING

Students develop the concept for a problem solving video, write the script, portray the characters, and produce the video focusing on ways to effectively solve problems that impact one’s health. Students select the appropriate social skills for the scenarios and demonstrate the appropriate application of each in the video. The video can be shown to other high school classes, target younger students, or be presented to parent and community groups.

[CCWR: 3.1/3.2/3.15]

**C. DO I UNDERSTAND YOU?**

Write the following statement on the board: “I’m so hungry I could eat a horse!”. Ask students what the statement means to them and how it might be interpreted differently by a person from another culture or country. Explain how communication is constructed from one’s personal experiences. Clear communication can reduce or eliminate a lot of problems that occur in social situations. Divide the class into small groups. Each group creates a statement that can be interpreted a number of ways, based on the use of language and phrasing, intonation, or body language. Each group asks the rest of the class to interpret their statement.

[CCWR: 1.1/4.2]

**D. TALK THAT HELPS**

Prior to class, develop a handout that describes *talk that helps* and *talk that hurts*. After discussion and modeling of each type of talk, divide the class into seven groups and assign each group one aspect of helping talk. Each group develops a brief dialogue that illustrates the type of communication. After discussion, students revise the dialogue to illustrate one kind of talk that hurts and present the skit. Discuss the impact of negative talk on feelings and relationships. Students write a journal entry addressing the following statement: *Learning to be an effective communicator can have a positive effect on your health and your relationships.*

TALK THAT HELPS	TALK THAT HURTS
<ul style="list-style-type: none"> <li>■ Encouraging messages</li> <li>■ Clear and specific messages</li> <li>■ Open and honest communication</li> <li>■ Using “I” messages</li> <li>■ Speaking with respect and sensitivity</li> <li>■ Keeping confidences</li> <li>■ Building trust</li> </ul>	<ul style="list-style-type: none"> <li>■ Gossip</li> <li>■ Lies and insults</li> <li>■ Blaming and accusing</li> <li>■ Threatening</li> <li>■ Nagging</li> <li>■ Preaching and complaining</li> <li>■ Interruption</li> <li>■ Being opinionated</li> <li>■ Sarcasm</li> </ul>

[CCWR: 1.1/3.2/3.7]

**E. START TALKING**

Discuss how effective communication can build relationships. Explain that most people have a built in vocabulary of *talk starters* and *talk stoppers*—phrases that may invite or inhibit open communication. Provide students with a starter list of each (see below) and brainstorm others. Divide the class into two groups. Each group develops a dialogue in which the characters are discussing a significant health issue (e.g., deciding to have sexual intercourse, drinking and driving). One half of the group performs the dialogue using talk stoppers while the other half uses talk starters. Groups perform their skits and discuss the contrasting communication styles employed by the characters.

TALK STARTERS	TALK STOPPERS
<ul style="list-style-type: none"> <li>■ Tell me more...</li> <li>■ Do you mean that...?</li> <li>■ Can we talk?</li> <li>■ Tell me if I'm wrong...</li> </ul>	<ul style="list-style-type: none"> <li>■ That's really dumb!</li> <li>■ How would you know?</li> <li>■ You're wrong.</li> <li>■ Shut up.</li> </ul>

[CCWR: 3.1/3.2/3.7/3.11]

### F. SKILLS FOR LIFE

Provide students with case studies/scenarios that present real-life problems. (Have students brainstorm the problems in advance so you can write the case studies.) In small groups, students identify the problem, rate the relative risk (based on a student-developed risk scale), and select the appropriate skills needed to solve the problem. Students develop a one-act play that provides background, presents the dilemma, and then shows the character(s) using the appropriate skills. Allow some students to create a situation that is not resolved even though the person chose the correct skills. Each group presents their one act play and then leads a focused discussion on the use of the skills in the situation.

**Variation:** Students develop a monologue or paired dialogue reflecting on a problem or situation and what skills could have been employed to alter the outcome.

[CCWR: 3.1/3.2/3.9/3.12/3.13]

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**Teacher Tip:** The next activity provides opportunities for students to think “on their feet”, much as they will in day-to-day experiences. It also provides immediate feedback on their choices and allows for constructive criticism. Be sure the situations posed offer students a wide variety of real-life experiences.

### G. NEGOTIATING FOR LIFE

Write a number of health and safety situations on slips of paper and place in a hat. Each student selects one situation, reads it to the class, and without further preparation, describes how he/she would handle the situation. The class votes, thumbs up or down, on the choice of skills proposed by the “performer”. Allow one thumbs-down participant to challenge and offer an alternative strategy. Encourage students to be creative in the use of the skills.

[CCWR: 3.1/3.10/3.13/4.3/4.5]

## CONFLICT MANAGEMENT

**Indicator 2.2-14:** *Analyze the causes of conflict in groups, families, and within the community and demonstrate and evaluate nonviolent strategies to prevent, mediate, and resolve conflict.*

### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** You can obtain accurate information on violent incidents from local, state and federal law enforcement agencies. School data is reported as part of the New Jersey Department of Education Violence and Vandalism Report.

#### A. FIGHTING - WHAT ELSE IS THERE?

Discuss various ways to prevent a fight (see list that follows) then divide the class into small groups. Give each group a situation where fighting or fleeing may be options. Each group studies the situation, develops a response, and shares it with the class. Discuss the following: “Are the responses realistic? Why or why not? Would you use those strategies?” Discuss the students’ perceptions of fighting, the various degrees of conflict, and pressures to fight. Compare male and female attitudes about the same. Is there a difference? Brainstorm ways to prevent a fight from occurring and practice the various techniques through role-play. Videotape the role-plays, review, and critique.

#### WAYS TO PREVENT A FIGHT

- |   |                        |
|---|------------------------|
| ■ Stay in control.                              | ■ Keep cool.           |
| ■ Give an opponent a way out.                   | ■ Apologize.           |
| ■ Make excuses.                                 | ■ Keep comments light. |
| ■ Imagine standing in the other person’s shoes. |                        |

[CCWR: 3.1/3.2/3.7/3.9/3.11/3.13/4.2/4.5]

#### B. DEALING WITH ANGER

Brainstorm causes of anger and list on the board. Discuss the causes and associate with patterns of behavior. Since anger often results when a need is not met, discuss the difference between needs and wants. Then have students create a chart to rate anger (e.g., 1 = mild to 3 = severe) and describe the characteristics of each rating. Discuss who controls one’s anger (self) and ways of dealing with anger so the person doesn’t harm self, others, or the environment.

**Variation:** Incidents of “road rage” appear to be more common. As novice drivers, high school students may be involved in a road rage situation. Students brainstorm possible situations when this might occur. Divide the class into two groups. The first group develops strategies to deal with road rage when you are the victim. The second group discusses ways to control your emotions when driving. Groups share their ideas and develop a pamphlet, poster, or video showcasing strategies to deal with such incidents.

[CCWR: 3.1/3.9/3.13/5.1/5.6]

### C. KINDS OF VIOLENCE

Define *homicide*, *assailant*, *perpetrator*, *victim*, *interpersonal* and *acquaintance* and write the definitions on the board. After assuring that everyone understands the terms, provide students with several news clippings that describe incidents of violence. Ask students if the incidents are typical. Using a variety of print and technological media, students collect data and information about violent acts and compare their findings with the information in the news clippings. Discuss what criteria students used to make an initial judgment that the acts noted were “typical”. Did the media’s representation of violence influence the decision? Is there a typical act of violence?

**Variation:** Narrow the focus of the project by having students select a particular kind of violent act (e.g., armed robbery, sexual assault, homicide, domestic violence).

**Variation:** Students investigate the relationship between the use of alcohol and other drugs and violent behavior and present their findings to the class.

[CCWR: 3.1/3.8/3.12]

### D. WHAT IS CONFLICT?

Brainstorm examples of positive conflict (e.g., differences in political ideology between two political parties) and negative conflict (e.g., intense disagreements between two countries that leads to war). Ask students: “When do you think conflict becomes negative?” Explain that conflict becomes negative when people use destructive tactics to deal with healthy, normal conflict. (See chart that follows.)

#### DESTRUCTIVE TACTICS

- Becoming over-involved in the conflict: person has a chip on the shoulder and is always looking for action
- Clamming up: person becomes unresponsive
- Expecting the worst: person believes its destiny
- Hanging on to the conflict: person can’t admit he/she is wrong

Organize five conflict management “teams”. Each team develops a list of positive, constructive tactics to address a conflict that occurs with one of the following groups/individuals: parents, other family members, friends, employers, or school staff. Each team presents its list of strategies and contributes its best ideas to a class master list.

**Variation:** In a journal entry, students write about a time when they tried to avoid a conflict. What tactics were used? Did they work? What happened?

**Variation:** Students develop an essay that describes a conflict they are presently experiencing. How might cooperation resolve the conflict?

**Variation:** Students explain how conflicts become negative when people add “fuel to the fire”. What does this mean? How can people deal with someone who uses this approach? Students develop a short story or one act play that illustrates the use of this negative tactic and shows ways to resolve the conflict using positive tactics.

**Variation:** Students interview an employer and human resources manager to discover how conflict between employer and employee may be resolved. What about conflicts between employees? What resources exist to mediate conflict in the workplace?

[CCWR: 1.2/1.5/3.1/3.2/3.13/4.2]

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## **COPING SKILLS**

**Indicator 2.2-15:** *Analyze the impact of crisis, stress, rejection, separation, and loss on physical and emotional health and develop coping strategies that consider the influence of family, culture and personal experiences.*

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### **SAMPLE LEARNING ACTIVITIES: 9-12**

#### **A. DEVELOPING A MOOD CHART**

Explain that moods and strong emotional feelings fluctuate in all people. Using a rating scale or graph, students record their mood five times a day (early morning, late morning, mid-day, late afternoon and evening) for five consecutive days then write a brief reaction to the observations and possible contributing factors.

**Variation:** Students complete the five-day mood log and then complete the following statements:

- I learned that...
- I was surprised that...
- I was pleased that...
- I was displeased that...
- In order to keep myself healthy, I need to...

**Variation:** Students investigate the influence of hormones and brain chemicals on emotions and moods (e.g. serotonin levels, dopamine, male and female hormones).

[CCWR: 3.1/3.6/3.7/3.10/3.12/4.3]

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**Teacher Tip:** Various surveys have identified the following “American Fears”: speaking in public, heights, insects, financial problems, deep water, sickness, death, flying, loneliness, dogs, driving/riding in a car, darkness, elevators, and escalators.

#### **B. DEALING WITH UNNECESSARY FEARS**

Brainstorm fears that some teenagers might experience. Explain that some fears are normal and others may be unrealistic. Divide the class into groups representing each of the fears identified on the list. Groups discuss how these fears can cause conflict and stress in life and develop strategies to combat each fear. Groups share their ideas with the rest of the class.

**Variation:** Ask: “When Americans are asked what they are most afraid of, what do you think they say?” Students make predictions and then compare their own lists with survey results. Were the predictions accurate? Were some of the responses surprising? Compare the adult responses with adolescent fears (e.g., losing their parents, dying, not getting a good job or being successful).  
[CCWR: 3.1/3.9/3.12]

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**Teacher Tip:** Some students may be resistant to discuss sensitive topics such as death. If such behavior is observed, assure students that you respect their right to privacy. If a student seems particularly disturbed by the discussion, offer supportive services and refer the student to the school counselor. Even if you think you know the students very well, remember that an incident from their childhood may make this discussion uncomfortable and reactivate the grief process.

### C. DEALING WITH DEATH

Many people approach death by denying it will ever happen. Explain that all families are confronted with death at some point and family members need to be prepared to deal with it. Brainstorm ways people can prepare for death and discuss individuals who can provide help and support. Divide the class into small groups. Each group discusses the following scenario and recommends strategies for the character to deal with loss.

#### CASEY’S DAD

Casey’s dad had a sudden heart attack and died. It was totally unexpected and Casey couldn’t believe it happened. Casey has a large family of aunts, uncles, and cousins to provide support. People from the church helped out and there was so much going on, Casey hardly had the time to think. A week after the funeral, everyone had gone home and the house seemed very quiet and empty. Casey’s mom just sat and stared out the window. Casey’s little brother has become quite impossible—he was always a pest—but now he is worse than ever, having temper tantrums. Casey has lost it with him more than once. Everything just seems to be falling apart.

**Variation:** Extend the scenario to include other family changes and crises, such as a fire that leaves the family homeless, a move to an unfamiliar place in the middle of senior year, the loss of a friend, a divorce or remarriage, or the break-up of a long term relationship.

**Variation:** Keeping the focus on death, students research the preparation required for a funeral. Students investigate the differences based on culture, religion, or ethnic origin.

**Variation:** Invite a counselor, religious leader, and mortician to speak to the class about coping with death.

[CCWR: 3.1/3.4/3.13/4.2/4.6/4.7]



**D. YOUR ATTITUDE IS SHOWING**

Ask students: “Can your attitude affect your health?” After a brief discussion, provide students with a handout entitled “Twelve Attitudes That Can Hurt Your Health”. For each statement, students write a counter statement that positively impacts health. Students share their counter statements.

**TWELVE ATTITUDES THAT CAN HURT YOUR HEALTH**

1. That could never happen to me.
2. I’m too young.
3. I don’t know anyone who ever got in trouble doing that.
4. What I don’t know won’t matter.
5. I’ll show him (or her)!
6. I’ll get around to a check-up when I’m older.
7. I’ll start tomorrow.
8. But everybody’s doing it.
9. We’re all going to die someday anyway.
10. I’ve never been sick a day in my life.
11. Nobody else cares about me, so why should I?
12. I’m in control. I can stop any time I want.

**Variation:** Divide the class into pairs or triads. Each small group is assigned one of the twelve statements to develop a role-play that illustrates ways to “counter the attitude”. Students present their skits and discuss other ways to respond to individuals with “an attitude”. Discuss why some people develop such attitudes (e.g., poor coping skills, undue stress, multiple problems).

**Variation:** A poll of high school students showed that apathy is one of the biggest problems facing teenagers. Discuss why apathy develops and how it contributes to other adolescent problems. Students debate if apathy is a problem in their school.

[CCWR: 3.2/3.9/3.10/3.15/4.3]

**E. DEALING WITH DEPRESSION**

Brainstorm some of the signs of depression and note on the board. Explain that everyone experiences times when they are feeling low, blue, or down. Most people are able to cope with these feelings and maintain their normal life patterns. However, for some people those feelings do not resolve. Provide a copy of the American Psychiatric Association’s list of signs and symptoms of depression that warrant professional help. After discussion, divide the class into small groups. Each group develops a list of informational resources (books, Web sites, pamphlets), organizations, hotlines, and mental health facilities in the area that provide services for individuals with depression.

**Variation:** Using the signs and symptoms list, students develop a role-play of an individual experiencing depression. Students illustrate via the role-play how they might help this person seek counseling and care.

**Variation:** Students explore mental health treatment options for adolescents, locate facilities and organizations that provide care, and investigate the costs of treatment programs.

[CCWR: 3.1/3.4/3.9/3.13/4.3/4.6/4.7]

**F. DEALING WITH MULTIPLE PROBLEMS**

Using *Romeo and Juliet* as a trigger (the play or one of the film versions), discuss the many problems experienced by the characters and the ways they coped with those problems. Discuss the consequences of their choices. Students rewrite the ending of the story, having the characters use appropriate coping skills to deal with their problems.

[CCWR: 3.1/3.9/3.12/3.13]

**G. DISCUSSING DEATH AND LOSS**

Present a number of quotations, similar to the ones below, for interpretation and discussion. Students may also use the quotes as the basis for an essay on perceptions of death and loss.

- *There is no cure for birth or death save to enjoy the interlude.* — George Santayana
- *Expect an early death - it will keep you busier.* — Martin Fischer
- *Life is the leading cause of death.* — Anonymous
- *No man enjoys the true taste of life but he who is willing and ready to quit it.* — Seneca

[CCWR: 3.2/3.9]

## LIFELONG WELLNESS

**Indicator 2.2-16: *Develop a plan for lifelong wellness using data from health assessments, family history, nutritional information, and current health practices and evaluate progress towards meeting health goals in the plan.***

## SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** Forced choice activities can become very active and generate lots of discussion and debate. Prior to the activity, review the class ground rules (e.g., no put downs, don't interrupt). Encourage everyone to participate in the activity.

**A. THE CONCEPT OF WELLNESS**

Students define **wellness** and identify factors that contribute to it. Ask students to reflect on their personal health behaviors and list those that support or contribute to wellness. Next, conduct a forced choice activity. Define the **dimensions of health**, place signs around the room for each dimension, and then ask the group the following questions.

- Which dimension of health is the most important to you now?
- When thinking of a person who is significant in your life, which dimension is most important to him/her?
- What dimension of health was stressed most in the household in which you grew up?
- What dimension would be the hardest for you to change?

Students move to the dimension sign that is the best response to the question. Ask volunteers to explain their answers and encourage all students to participate. At the end of the activity ask students how their answers might have been different five years earlier and how they might be different five years from now.

**Variation:** Students predict, in writing, how their answers may change ten years from now.

**Variation:** Students create a wellness mobile that identifies the dimensions of wellness and activities that support each dimension.

[CCWR: 3.1/3.2/3.8/3.12]

## **B. THE COST OF EXERCISE**

Write the following statement on the board: “A sport physiologist recently stated that if exercise was a drug and you could put it in a pill, it would be the most beneficial medication ever invented.” Allow students to interpret the statement and discuss the benefits of regular exercise. Students investigate various kinds of fitness programs (e.g., private gyms, YMCAs, recreational programs) to discover the types of activities available and costs. With the information obtained, students design an exercise plan for themselves now and 10 years from now. Students compare the two plans and discuss the differences and similarities.

**Variation:** Students develop a health and fitness plan for a healthy adult at age 20, 40, and 60. Discuss the differences.

**Variation:** Students research the need for and benefits of exercise for all age groups and develop recommendations for children, teens, adults, and senior citizens. Design a poster or pamphlet advocating daily exercise for the targeted group.

**Variation:** What costs are associated with not exercising? Students investigate health conditions and problems that may result, now and in the future, from a sedentary lifestyle and develop recommendations to prevent those health problems (e.g., osteoporosis, cardiovascular disease).

[CCWR: 2.5/2.6/3.1/3.4/3.5/3.8/3.12]

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**Teacher Tip:** Enlist the support of the physical education teacher, school nurse, substance awareness coordinator, school counselor, and family and consumer science teacher to support students in the following year-long endeavor:

## **C. LOOKING FOR HEALTH**

Students identify 5 to 10 health goals they would like to achieve, then interview family members to discover potential health conditions in their family. Taking this information into consideration, students develop a list of strengths and weaknesses (e.g., weight, diet, exercise patterns, emotional status, substance use) and revise their original goals. Students develop an action plan that includes the goals, objectives for each, possible barriers and strategies to overcome the barriers, and expected outcomes with dates. Students share their plans with a partner and meet on a regular basis to share successes. Students write brief progress reports and include in a portfolio. At the end of the school year, the partners complete a comment sheet noting progress made, modifying goals and summarizing the year's events.

**Variation:** Provide each student with a case study. Students develop an action plan for the case study and share with a partner.

**Variation:** Invite a health educator, genetic counselor, and physician to speak to students about adolescent health behaviors and issues that may have long term implications for one's health.  
[CCWR: 3.1/3.4/4.1/4.2]

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## PREPARING FOR ADULTHOOD

**Indicator 2.2-17: *Predict adult daily needs to maintain a healthy lifestyle, design a plan and budget based on those needs, and justify the plan.***

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** Provide budget sheets and checklists to assist students with this exercise. Students should use actual shopping lists, supermarket costs, money saving coupons, and actual costs for cars and housing. Do not allow students to use a credit card to pay for anything unless they “apply” for credit and are approved. Encourage students to interview human resources staff, welfare officers, and bankers to obtain accurate information for this project. Some students may develop a personal attachment to the scenarios; however, emphasize these are real-life situations.

#### A. LIFETIME LOTTO

Pose the following questions: “What does it cost to live? What expenses must be paid and what ones can wait until the next pay check? What are essentials?” Allow time for class debate and discussion and then explain that everyone will participate in the “Lifetime Lotto”. Students draw a card from a hat. On that card is the description of a person's life. Students assume the role of that person and plans his/her life according to the description on the card. Allow several weeks for the students to research and develop a family plan and budget based on the information provided. Students introduce themselves to the class as the character and discuss how they planned and budgeted for their life. Students describe what actions may be necessary to improve their life (e.g., job training, education, moving, taking out a loan).

**SAMPLE: LIFETIME LOTTO CHARACTERS**

**Joe** has a wife, three kids and one on the way. He just lost his job and collects unemployment. He worked for ten years as a truck driver. His wife does not work and she does not have career skills.

**Ann** lives with two roommates. She is 22, fresh out of college with a degree in English and philosophy. She works at a restaurant as does her two roommates. She makes \$250 per week on a good week but the income is not steady.

**Ben** lives alone. He works in a video store. He has a chronic health condition and the store just cut off his health benefits. Last month his doctor bills were over \$200.

**Chris** lives with two roommates. Chris works full-time at a local mall and goes to classes four nights a week. One roommate attends college and works part-time. The other roommate has recently dropped out of school, is not working, and spends a lot of time in front of the TV drinking beer. Chris buys the beer and all the food.

**Alex and Art** live together in a three bedroom townhouse. They share all expenses, both work full-time as computer programmers and both spend a lot of time attending concerts, plays, and parties. They are considering a third housemate.

**Andy's** wife has a mental health problem. She is in and out of the hospital and cannot care for the couple's five children. Only two of the children are old enough to be in school. Andy has lost a lot of time from work this year and has taken on a second job to supplement his \$25,000 a year income.

**Wagner** collects welfare. Occasionally, he lives in a shelter. He has a wife and two children but he hasn't lived with them in about five years.

**Barry** is a 60-year-old man with a second family. He supports his first wife and two children sending them \$600 a month. To support his second wife and three children, Barry works two jobs. His wife, Angie, also works two jobs. Angie is pregnant and afraid to tell Barry.

[CCWR: 3.2/3.4/3.9/3.11/3.13/4.6/4.7]

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**Teacher Tip:** The following project works best when you involve local merchants. Students can enlist their assistance to find the best buy or to locate an unusual product. Local merchants may offer a small award to the “best shopper”.

**B. BUDGETING**

Students outline and predict a food budget for all meals and snacks for a one-month period. Students consider eating out as part of the food budget. Each student develops a grocery list, searches the ads for coupons, and seeks out the best buys. Discuss if the list changes after exploring the ads. Discuss how planning can impact current and future lifestyle choices.

**Variation:** Assign the same shopping list to all students. Students search the ads for bargains and

“buy” the items on the list within a specified budgeted amount. Vary the amount of play money allotted each shopper. Award a prize to the best shopper.

[CCWR: 1.12/3.1/3.4/3.13]

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**Teacher Tip:** Most college students are offered credit cards even when they have little or no visible income. As high school students prepare for graduation and independent living, they need to become more aware of financial pitfalls and the need for careful planning.

### C. YOU CAN'T LIVE ON CREDIT

Students investigate various credit card offers, look at annual percentage rates, restrictions and annual fees, and decide which type of credit card, if any, might be appropriate for people at various stages of their lives (e.g., college students, young professional, family, senior citizen). Students share the information and design a pamphlet for teenagers based on the information.

**Variation:** You can buy just about anything on credit. Write on slips of paper items that might be purchased using a loan or credit card (e.g., car, house, stereo, vacation). Students select an item, determine the cost over time or with credit, and report to the class.

[CCWR: 1.12/2.5/3.1/3.12]

